Voyage: Spring 2017
Discipline: International Education
Course Number and Title: IE 471 Children and Youth in Global Context
Division: Upper
Faculty Name: Professor Carolyn Smith
Semester Credit Hours: 3
Meetings Days: B Days, 15:10-16:30

Prerequisites: None

COURSE DESCRIPTION

This course will examine key issues affecting the well-being of children and youth from a global perspective. Serious challenges to global child well-being include lack of access to education, family violence, war and displacement. We start with concepts of healthy development and developmental risk from an American perspective, examining key issues from ecological and human rights perspectives. We consult available child welfare indicators, and identify cultural and societal factors that create developmental risk and also opportunities for protection. The theme of risk and resilience will be integrated throughout the course as major challenges are examined. Models of effective interventions to promote positive development for at risk youth will be identified from the perspective of a range of countries visited.

COURSE OBJECTIVES

By the end of the course, students should be able to:

- Identify key global issues and trends affecting children, youth, and families.
- Apply international standards for protecting rights of children to healthy development and examine their influence
- Connect personal and cultural values to understanding child rights and wellbeing
- Understand and apply concepts related to the ecology of risk and resilience across cultures and contexts.
- Deepen understanding about current challenges and opportunities facing children and youth world-wide
- Examine selected prevention and intervention programs targeting children and youth in diverse countries and regions.
- Develop skills in conducting country-specific research and documenting relevant needs of children and youth.
- Identify risk and protective factors in different societies that influence child wellbeing
• Compare and contrast different strategies for improving child wellbeing

COURSE FORMAT

The format will include mini-lectures, discussion, debates, case studies, films clips and quizzes, and integration of readings and experiences throughout. Presenters may include guest lecturers and students. Field experiences are integral to the course and incorporate 20% of the course contact hours.

REQUIRED TEXTBOOK

AUTHOR: Mapp, S.C.
TITLE: Global Child Welfare and Well being
PUBLISHER: Oxford University Press; New York, NY
ISBN #: 9780195339710
DATE/EDITION: 2011

(NOTE on readings: readings under topic areas are required: this is the minimum expected reading for each session. Book chapters are taken from the text book and from reserve reading materials. Required articles as well as supplementary materials will be available on the INTRANET. Articles may be amended or updated prior to the voyage. Before and after each port, we will additionally locate media reports of child welfare issues and cases local to the ports and countries we will be visiting)
### SUMMARY OF TOPICAL OUTLINE AND COUNTRY FOCUS

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<th>Date</th>
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**Key Dates:**
- **January 5:** Depart Ensenada, Mexico
- **January 8:** Course overview, child welfare
- **January 10:** Child rights, theories, social indicators
- **January 12:** Honolulu, Hawaii
- **January 13:** Child welfare in America
- **January 15:** Risk and Resilience in childhood - Hawaii
- **January 18:** Poverty and child welfare
- **January 19:** No class
- **January 21:** Educational issues
- **January 23:** Educational stress and mental health
- **January 24-January 28:** Kobe, Japan
- **January 30:** Educational issues in China
- **February 5:** Field Class
- **February 7:** Child abuse in China and Vietnam
- **February 9:** Child labor in Vietnam
- **February 10-14:** Ho Chi Minh City, Vietnam
- **February 16:** Child trafficking – Southeast Asia
- **February 17:** No class
- **February 19:** Mid Term Exam
- **February 20-Feb 24:** Yangon, Burma
- **February 26:** Gender and child welfare in India
- **February 28:** Child abuse and neglect in India
- **March 1 – March 6:** Cochin, India
- **March 8:** Family violence in India retrospective
- **March 9:** No class
- **March 11:** Children in Custody
- **March 14:** Domestic and sexual violence in Africa
- **March 15:** No class
- **March 17:** Child labor revisited - Africa
- **March 19-March 24:** Cape Town, South Africa
- **March 25:** Child health and welfare – personal perspectives
- **March 27:** Children affected by war and conflict
- **March 29:** No class
- **March 30:** Cultural and spiritual issues
- **March 31-April 3:** Tema, Ghana
- **April 5:** Child Soldiers in Africa
- **April 7:** Promoting resilience - Morocco
- **April 9:** Promising solutions/Presentations
- **April 10:** Study Day
- **April 11-April 14:** Casablanca, Morocco
- **April 16:** Paper presentations
- **April 19:** Arrive Hamburg, Germany
DETAILED TOPICAL OUTLINE OF COURSE WITH REQUIRED READINGS

January 5
Depart Ensenada, Mexico for Hawaii

B1 January 8:
Course overview, child welfare and wellbeing
- Overview of the course and of assignments
- What is child well-being? child welfare?
- Childrens’ rights

Required Reading

B2 January 10:
Child rights, theories, social indicators
- Convention on the Rights of the Child
- Assessing healthy child development

Required Reading

Arrive Honolulu, Hawaii Thursday Jan 12th; Depart same day for Japan

B3 January 13:
Child welfare in America
- Child welfare in the USA
- Ecological perspectives on child welfare

Required Reading

B4 January 15:
Risk and Resilience in childhood
- Kauai Longitudinal Study – look back to Hawaii
- Social policy for resilience in a US framework
**Required Reading**


**B5 January 18:** Poverty and child welfare
- Poverty and child welfare
- Country-wide poverty and social indicators
- Income support and its impact on children

**Required Reading**

Millenium Development Goals report – 2015 (see education goals and figures)


**January 19** No class

**B6 January 21:** Educational issues
- Issues in education and child welfare
- Millenium Developmental Goals – focus on education
- Barriers and facilitators of access, quality and retention in education

**Required Reading**


**B7 January 23:** Educational stress and mental health
- School bullying/cyberbullying as a developmental risk factor
- Internet use as a risk and protective factor
- Issues in Japan

**Required Reading**


Arrive Kobe (Japan), Tuesday 24 January, Depart Saturday Jan 28th for China

B8 January 30: Child Welfare Issues in China
- Educational and migrant children
- Left behind children and consequences
- International adoption

Required Reading


Arrive Shanghai (China), Tuesday 31 January, Depart Sunday 5 February for Vietnam

February 5 Field Class

B9 February 7: Child abuse in China and Vietnam
- Overview of types of maltreatment
- Risk factors for and consequences of maltreatment

Required Reading


B10 February 9: Child labor in Vietnam
- Types of child labor
- Causes and consequences
- Child Labor as an issue in Vietnam

Required Reading


Arrive Ho Chi Minh City (Vietnam) Friday 10 Feb; Depart Tues 14 for Burma
B11 February 16:  Child trafficking in Southeast Asia
- Distinction from child labor
- Forms of trafficking
- Risk factors for child trafficking
- Societal responses to trafficking

Required Readings


February 17 No class

B12 February 19:  Mid Term Exam

Arrive Yangon (Friday 20 February; Depart Friday 24 February for Cochin

B13 February 26:  Gender and child welfare in India
- Global indicators of wellbeing
- Cultural issues

Required Reading


B14 February 28:  Child abuse and neglect in India
- Gender equity issues – special vulnerability of girls
- Rural versus urban issues
- Cultural issues contributing to family violence

Required reading


Arrive Cochin (India), Wednesday March 1; Depart Monday 6 March for Mauritius
March 8: Family Violence in India retrospective
- Gender relationships and their relationship to domestic violence
- Forced sex in marriage as abuse
- Ecological approach to domestic violence

Required Readings


BBC news India. 100 women 2014: Violence at home is India’s failing. 29 October 2014 http://www.bbc.com/news/world-asia-india-29708612

March 9 No class

March 11: Children in Custody
- Child rights in state custody
- Adolescent mental health in custody
- Retrospective on issues in Mauritius

Required Reading


March 12: Domestic and sexual violence in Africa
- Overview of domestic violence issues in Africa – women and girls
- Recent legislation and impact

Required Readings

From the Encyclopedia of Domestic Violence (N.A. Jackson, eds). Reserve book
Africa: Domestic violence and the law (pages 1-6)

Africa: The Criminal Justice system and the problem of domestic violence in West Africa (pages 6-10)
March 15  No class

B18  March 18:  Child labor revisited - Africa
  • Forms of child labor in Ghana
  • Tackling exploitation

Required Reading


Arrive Cape Town (South Africa), Sunday March 19; Depart Friday March 24 for Ghana

B19  March 25:  Child health and welfare – personal perspectives
  • Children orphaned and affected by AIDS
  • Female infibulation/genital cutting/obstetric fistula

Required Reading


B20  March 27:  Children affected by war and conflict
  • Impact of conflict on children
  • Refugee children

Required Readings


March 29  No class

B21  March 30:  Cultural and spiritual issues
  • Trokosi and other cultural challenges to child welfare
  • Local and global protection
  • Girls porters in Accra
Required Readings


Arrive Tema (Ghana), Friday March 31; Depart Monday April 3 for Morocco

B22 April 5: Child Soldiers in Africa
- Risk factors and gender differences
- Impact and reintegration challenges

Required Reading


B23 April 7: Promoting resilience – Morocco
- Gender equity
- Reducing risk
- Actions to address primary health in Morocco

Required Reading


B24 April 8: Promising program/approaches

Student presentations/panel

April 10 Study Day

Arrive Casablanca (Morocco), Tuesday 11 April; Depart Friday March 14 for Hamburg

B25 April 16: Papers Due. Student paper presentations

April 19 Arrive Hamburg, Germany
RESERVE BOOKS

AUTHOR: Kamerman, S.B., Ben-Arie, A. eds
TITLE: From Child Welfare to Child Well-Being: An International Perspective on Knowledge in the Service of Policy
PUBLISHER: Springer; New York, NY
DATE/EDITION: 2010

AUTHOR: Cregan, K., and Cuthbert, D.
Title: Global Childhoods: Issues and Debates
PUBLISHER: Sage; Los Angeles, CA
ISBN #: 978-1446209004
DATE/EDITION: 2014/ 2nd Edition

AUTHOR: Deb, S., ed.
Title: Child Safety, Welfare and Well-being: Issues and Challenges.
PUBLISHER: Springer India
ISBN #: 978-81-322-2425-9
DATE/EDITION: 2015

SUPPLEMENTARY RESERVE ARTICLES

(To be provided)

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 independent field assignments that span multiple countries.

**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 at least 20% of the contact hours for each course.

**Field Class and Assignment**
The Field Class for this course will take place on Sunday, 5 February in Shanghai, China.

"Child Welfare issues in China"

To expose students to child welfare issues in a Chinese context, and to review with Chinese social work faculty and students the programs and policies to assist children at risk. The field class will meet with Chinese social work students and faculty from New York University China Program in Shanghai, and visit one or more agencies/programs.

**Field Class Assignment (20%)** You will need to prepare a 4-5-page paper on your experience in the Field Class that links course content to your experiences in the field class. What did you learn about child wellbeing and child welfare programs in this cultural context during the field
class? How does it link to course content and concepts? How did your conceptions of child well-being in children differ from the reality?

Independent Field Assignments

Two other experientially based field papers (10% each) deadlines to be assigned

Two short written assignments will reference two different cities visited (Not including the field class). Each assignment should be 3-4 page reflective papers which will be link observational and experience in-country with one or more readings (including the supplementary list to be provided) Topics could be linked to the final paper and include

- Types of child welfare threats observed or recounted and their potential causes
- Societal and personal values about child welfare expressed
- Strategies used to address child welfare problems with a brief critique.

As background to all these assignments, it is suggested that you keep an ongoing journal of observations and reactions to course, country and field experiences that can be used as a backdrop for the field assignments, as well as in class discussion and paper. Further instructions regarding approach will be provided. Students are encouraged to share paper ideas on class day 25.

Questions to consider that might be used as a backdrop to your field work and paper

How do people define child welfare in this geographic location?
What situations in the country do people see as threatening child welfare?
What is in the news about family violence, child exploitation, educational and other challenges recently? Have there been particular events in the news relating to child welfare?
How do parents view their role in their children’s welfare?
What sorts of parental behaviors are considered neglectful and physically abusive?
Are there laws protecting children against abuse and neglect? Against other exploitation?
How
In what sorts of ways do male and female child experiences differ?
Are there particular types of families where children are at risk? What sorts of families, why?
Are there programs to help victims of women abuse or child abuse, and what do they do?
What sorts of people help children in need and at risk? What sorts of training do they have?
What role do religious groups have a role in addressing child welfare challenges?

Mid-term exam (20%)

This will consist of multiple choice questions and short answers based on readings

Final paper 25%

10-12 page paper on theme relevant to the course. Guidance and ideas about topics for the paper will be discussed and shared in class. The goal is to pick an international topic (a millennium goal, a child right, a child welfare perspective or strategy, or particular child
challenge) and analyze its connections to your field experiences. A brief class presentation on your topic may be scheduled.

**COURSE GRADE COMPONENTS**

1. Participation, demonstrated by attendance and participation in class 15%
2. Field lab paper 20%
3. Two brief experiential papers based on in-country experiences (10% each) 20%
4. Mid-term in-class exam on concept application 20%
5. Final research and integrative paper 25%

   **Total** 100%

**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 SAS partner institution).

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

- **Excellent**: 97-100%: A+
- **Good**: 94-96%: A 87-89%: B+
- **Satisfactory/Poor**: 77-79%: C+ 70-76%: C
- **Failing**: Less than 60%: F 80-83%: B- 60-69%: D

**ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Participation will be demonstrated by attendance and participation in class including responses to questions, participation in class, field lab, exercises and questions raised. No more than 2 missed classes are permitted unless there are exceptional circumstance. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. The instructor will make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

**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 memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of
accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

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.