SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2018
Discipline: International Education
Course Number and Title: IE 471 Children and Youth in Global Context (Section 2)
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 theme of risk and resilience will be integrated throughout the course as major challenges and opportunities for children and youth are addressed. Models of effective intervention for at-risk youth will be explored, and factors related to positive development will be identified. In addition, current initiatives and resources in global education will be introduced. In addition, the transition process from youth to adulthood will be explored in the context of the countries visited on the voyage. Students will have opportunities to observe and interact directly with children and youth from diverse cultures during field experiences.

LEARNING OBJECTIVES

1. To learn about key global issues and trends affecting children, youth, and families.
2. To examine the impact of global change on the everyday lives and perceived futures of children and youth.
3. To become familiar with concepts related to risk and resilience across cultures and contexts.
4. To identify and deepen understanding about current challenges and opportunities facing children and youth world-wide and the participation of children in addressing these issues.
5. To examine current prevention and intervention programs targeting children and youth in diverse countries and regions.
6. To review data on gender differences and explore the differential needs and impact of education and intervention programs.
7. To develop skills in conducting country-specific observations and documenting relevant needs of children and youth.
8. To examine and critique programs and resource material related to global education.
9. To 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 #: 978-0-7456-8494-9
DATE/EDITION: 2015 (2nd)

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5

A1—January 7:
   Introduction and overview of the course:
   Learning outcomes, expectations, syllabus and learning projects
   Discussion of field assignments
   Assignment to do: Experiential Assignment #1

   Reading: none

A2—January 9:
   Changing Views of the Youth in the US
   Millennials: trends and characteristics of a new generation
   Experiential Assignment #1 Due


A3—January 11:
   Young adults and the transition to adulthood.

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

Honolulu, Hawaii — January 12

A4—January 14:
   Individualization and Differentiation in Families across Cultures.
   Assignment to do: Experiential Assignment #2


January 16—International Date Line crossing (Lost Day)
A5—February 17:  
The Convention on the Rights of the Child  

No Class — January 19

A6—January 20:  
The Convention on the Rights of the Child: universally adopted?  
Experiential Assignment #2 Due  

A7—January 22:  
Childhood in a Global Context  
Education in Japan  

Tentative: interport student from Japan

Kobe, Japan — January 24-28

A8—January 29:  
Children and Families in China: One-child Policy  
Reading: The Independent. (September 12, 2010). China Rethinks its Controversial One-Child Policy.

Tentative: interport student from China

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

A9—February 6:  
Children and Youth in Vietnam  
Reading: article on children and youth in Vietnam (posted on the ship intranet)
Tentative: interport student from Vietnam

**Ho Chi Minh City, Vietnam — February 8-13**

**A10—February 14:**
Children and Youth in Myanmar  
Experiential Assignment #2 Due

Reading: Bergman, J. (April 12, 2013). Can Burma avoid the curse of sex tourism?  
Time.com

Tentative: interport student from Myanmar

**No Class — February 16**

**A11—February 17:** Exam 1 (up to A8)

**Yangon, Myanmar — February 19-23**

**A12—February 24:**
Gender, Race and Class


**A13—February 26:**
Policy and Practice  
Children and Youth in India: child abuse and neglect  
Assignment to do: Experiential Assignment #3 (Sociological Research Exercise)


Tentative: interport student from India

**Cochin, India — February 28 – March 5**

**A14—March 6:**
Children and Migration


**No Class — March 7**

**A15—March 9:**
Children and Youth at War  
Experiential Assignment #3 Due

Tentative: interport student from Mauritius

Port Louis, Mauritius — March 11

A16—March 12:
Children and Politics


A17—March 14: Exam 2 (from A9 to A15)

A18—March 16:
Preparation for Field Class
Children and Youth in South Africa: Education in rural South Africa.
Children and Youth in South Africa: domestic violence and HIV

Reading: Avert, 2015. HIV and AIDS in South Africa.

Cape Town, South Africa — March 18-23

A19—March 24:
Discussion of Field Class
Abortion Laws around the world


A20—March 26:
Play in a Global Context


A21—March 28:
Risk and Resilience in childhood
Experiences and Insights that make the world better

Reading: UNICEF (2016) State of the World's Children

Takoradi, Ghana — March 30 - April 1
Tema, Ghana — April 2-3

A22—April 4:
School and Work

A23—April 6:
Children and Youth in Morocco: Consanguineous marriages and Women's Rights
Field Lab Paper DUE

Study Day — April 8

A24—April 9:
Summing up and what we have learned from our voyage

Casablanca, Morocco — April 11-14

A25—April 15: Exam 3 (from A16 to A24)

Arrive Bremerhaven, Germany — April 19

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 Friday, 23 March, in Cape Town, South Africa.

Field Class Title: Protecting the Human Rights in South Africa

Field Class Description:
South Africa is a country rich in culture but also significant social issues, including issues related to sexuality. South African suffers from high rates of HIV/AIDs, and domestic and sexual violence. In addition, there are over 400,000 sex workers in South African (even though it is illegal). Yet, South Africa is the first African country to legalize same-sex marriage. This field lab will involve a day-long visit that contains several components. We will visit several NGOs and other organizations that deal with the protection of human rights in South Africa,
especially the rights of women, children, sexual minorities, and HIV/AIDS patients. If time permits, we may also visit a township to gain a better understanding of the more impoverished communities in South Africa that play an underlying contributing role to some of the larger socio-sexual issues that exist in the country. Throughout the day, you will be asked to keep a journal about your experience. You will then create a Public Service Announcement (PSA) to help raise awareness to the issues we saw in South Africa and throughout the world. You will need to use both the field lab experience and the information we learn in class to create this PSA. The PSA can be in the form of a pamphlet, advertisement, song, video, etc. Be creative and more importantly effective!

Field Class Learning Objectives:
1. To learn about NGO’s efforts to protect Human Rights in South Africa.
2. To identify key issues regarding family issues in South Africa, including domestic and sexual violence.
3. To gain a better understanding of the underlying contributing role that impoverished communities in South Africa play to some of the larger socio-economic issues that exist in the country.

Independent Field Assignments

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 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, and Africa). 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 (15% 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 / GRADING SCALE
Final grades in this course will be calculated based on the following components:

- 10% Attendance and Participation
- 45% Exams (three)
- 15% Experiential Assignments
- 15% Field Class and Reflection paper
- 15% Independent Field Assignment

**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 (10% 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. They are scheduled for A11, A17, and A25.

**Experiential Assignments:**

Throughout this course, students will complete three experiential assignments.

Experiential Assignment #1 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?

Experiential Assignment #2 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.

Experiential Assignment #3 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.
consist in completing an exercise on race and ethnicity from the book *Sociological Research Exercises for the Global Age*. Detailed instructions will be given in class. Students may form small groups to work together for this assignment.

**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:

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<thead>
<tr>
<th>Grade</th>
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<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>97-100%</td>
<td>Good</td>
<td>87-89%</td>
<td>Satisfactory/Poor</td>
<td>77-79%</td>
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<tr>
<td>A+</td>
<td>97-100%</td>
<td>B+</td>
<td>87-89%</td>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>A</td>
<td>93-96%</td>
<td>B</td>
<td>83-86%</td>
<td>C</td>
<td>70-76%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
<td>B-</td>
<td>80-82%</td>
<td>D</td>
<td>60-69%</td>
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**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.

**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 the student’s home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

**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

FILM REQUEST:

Gandhi. USA. 191 mins. 1982

The Lady. France/UK. Dir. Luc Besson, 132 mins. 2011


Nelson Mandela (2004, 103 mins) SAS Lib# 23

ELECTRONIC COURSE MATERIALS


