Semester at Sea, Course Syllabus  
Colorado State University, Academic Partner

Voyage: Spring 2017  
Discipline: International Education  
Course Number and Title: IE471 Children and Youth in Global Context  
Division: Upper  
Faculty Name: Professor Carolyn Smith  
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. 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
ISBN #: 9780195339710
DATE 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)

DETAILED TOPICAL OUTLINE OF COURSE WITH REQUIRED READINGS

January 5  Depart Ensenada, Mexico for Hawaii
A1 January 7: Course overview, child welfare and wellbeing
• Overview of the course and of assignments
• What is child well-being? child welfare?
• Childrens’ rights

Required Reading

A2 January 9: Child rights, theories, social indicators
• Convention on the Rights of the Child
• Assessing healthy child development

Required Reading
A3 January 11: Child welfare in America

- Child welfare in the USA
- Ecological perspectives on child welfare

Required Reading


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

A4 January 14: Risk and Resilience in childhood

- Kauai Longitudinal Study – look back to Hawaii
- Social policy for resilience in a US framework

Required Reading


A5 January 17: 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

A6 January 20: 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


A7 January 22: 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

A8 January 29: Educational 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

A9 February 6: Child abuse in China and Vietnam
- Overview of types of maltreatment
- Risk factors for and consequences of maltreatment
Required Reading


A10    February 8:    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 February; Depart Tuesday 14 February for Burma

A11    February 15:    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

A12    February 18:    Mid Term Exam

A13    February 25:    Gender and child welfare in India

  • Global indicators of wellbeing
  • Cultural issues

Required Reading

**A14  February 27:** 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*


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**A15  March 7:** 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

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**A16  March 10:** Children in Custody
- Child rights in state custody
- Adolescent mental health in custody
- Retrospective on issues in Mauritius

*Required Reading*


A17  March 13:  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

A18  March 16:  Child labor revisited - Africa

- Forms of child labor in Ghana
- Tackling exploitation

Required Reading


A19  March 18:  Child health and welfare – personal perspectives

- Children orphaned and affected by AIDS
- Female infibulation/genital cutting/obstetric fistula

Required Reading


A20  March 26:  Children affected by war and conflict
  • Impact of conflict on children
  • Refugee children

Required Readings


A21  March 28:  Cultural and spiritual issues
  • Trokosi and other cultural challenges to child welfare
  • Local and global protection
  • Girls porters in Accra

Required Readings


March 29  No class

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

Class 22  Child Soldiers in Africa
  • Risk factors and gender differences
  • Impact and reintegration challenges

Required Reading


A23  April 6:  Promoting resilience
  • Gender equity
  • Reducing risk
  • Actions to address primary health in Morocco
**Required Reading**


A24  April 8:  Promising program/approaches

        Student presentations/panel

April 10 Study Day

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

A25  April 15:  Final in class exam

April 19  Arrive Hamburg, Germany

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**RESERVE BOOKS**

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

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

**AUTHOR:** Deb, S., ed.  
**Title:** Child Safety, Welfare and Well-being: Issues and Challenges.  
**PUBLISHER:** Springer India  
**ISBN #:** 978-81-322-2425-9
SUPPLEMENTARY RESERVE ARTICLES

(To be provided)

FIELD WORK

Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2017 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 at least 20% of the contact hours for each course, and will be developed and led by the instructor.

FIELD CLASS AND ASSIGNMENT

Proposal Title #1: “Children and school experiences in China” Country, China. Idea: To expose students to the special challenges of educating students from rural areas and migrant children in the city, and to review with Chinese social work faculty and students the programs and policies to assist children within the education system. The field class will meet with Chinese social work students and faculty from New York University China Program in Shanghai, and visit a school.

Proposal Title #2: “The role of the faith community and NGO’s in promoting child wellbeing and schooling” Country, Ghana. Idea: To demonstrate to students practical steps NGO’s like HOCAP (Home of Care and Protection) can play in promoting education in underserved areas, and to otherwise expose problems and promote solutions to child welfare problems. The field class will visit a new school in an underserved area funded by HOCAP and discuss with faith leaders the child welfare challenges and solutions in the Tema and Accra areas.

Field Lab Assignment (20%) You will need to prepare a 4-5-page paper on your experience in the Field Lab that links course content to your experiences in the field. What did you learn about child welfare in this cultural context during the field lab? How does it link to course content and concepts? How did your conceptions of China or Ghana life for children differ from the reality?

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 lab). 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 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. Further instructions regarding approach will be provided. Students should be prepared to share paper ideas on class day 24.

**Questions to consider that might be used as a backdrop to your field work and log include the following:**

- 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 in-class exam (25%)**

This will include a short answer essays comparing evidence of and solutions to child welfare risk across countries. It can utilize material from readings, from your Field Class and from other in-country papers and experiences.

**COURSE ASSIGNMENTS AND METHODS OF EVALUATION**

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 essay exam comparing issues and responses to child welfare issues in countries on the voyage 25%

**METHODS OF EVALUATION / 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>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
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<td>97-100%:</td>
<td>87-89%:</td>
<td>77-79%:</td>
<td>Less than 60%:</td>
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<td>A+</td>
<td>B+</td>
<td>C+</td>
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<td>94-96%:</td>
<td>84-86%:</td>
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**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.

**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.