Voyage: Fall 2016  
Discipline: International Education  
Course Number and Title: IE 471 Children and Youth in the Global Context  
Division: Upper  
Faculty Name: Diego Vega  
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. 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 #: 9780745684949
DATE/EDITION: 2015 (2nd)

TOPICAL OUTLINE OF COURSE

Depart Hamburg—September 10

B1—September 13:
  Overview of the course
  Expectations and Requirements
  Discussion of field assignments
  Assignment to do: Experiential Assignment #1
  Reading: none

B2—September 15:
  Changing Views of the Youth in the US
  Millennials: trends and characteristics of a new generation
  Experiential Assignment #1 Due

No Classes – September 16

B3—September 18:
  Youth Transitions
  Education in Greece.

Piraeus—September 19-23

B4—September 25:
  Children and Youth in Italy: migration and minority groups
  Readings: European Roman Right Centre. (June 10, 2015). Municipality of Rome condemned for La Barbuta Camp

Civitavecchia: September 26-28
Livorno: September 29-30
B5—October 2:
Individualization and the Changing Youth Life
Assignment to do: Experiential Assignment #2

Barcelona—October 3-7

B6—October 9:
Children and Youth in Morocco: Consanguineous marriages and Women’s Rights

Casablanca—October 10-14

B7—October 16:
Theoretical Approaches in the Study of Children and Childhood

B8—October 18: Exam 1

B9—October 20:
Children and Youth in Senegal: Forced child begging in Quranic schools
Reading: Child Rights International Network. (2016). SENEGAL: First steps taken to eradicate forced child begging in Quranic schools
Experiential Assignment #2 Due

Dakar—October 21-24

B10—October 26:
Childhood in a Global Context
Experiential Assignment #2 Due

B11—October 29:
Play in a Global Context

No Classes—October 28

B12—October 31:
Gender, Race and Class
Children and Youth in Brazil: The Transnational Politics of Poverty

Salvador—November 1-6

B13—November 8:
Children and Youth at War

B14—November 10:
Experiences and Insights that make the world better

B15—November 12:
Children and Migration

Port of Spain—November 13-14

B16—November 16:
Children and Politics

No Classes—November 18

B17—November 19: Exam 2

B18—November 21:
Children and Youth in Peru: Rape Victims as Criminals - Abortion Law

Callao—November 22-26

B19—November 28:
Children and Families

B20—November 30:
Preparation for Field Class in Ecuador: SOS Children’s Villages

Guayaquil—December 1-4
B21—December 6:
  Discussion of Field Class
  School and Work

B22—December 8:
  Service Learning Experiences in Rural Costa Rica
  Field Lab Paper DUE

Puntarenas—December 9-13

B23—December 15:
  Policy and Practice

B24—December 17:
  Summing up and what we have learned from our voyage

Study Day—December 18

B25—December 20:  Exam 3

San Diego—December 22

FIELD WORK

Field Class and Assignment

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:

DAY 1 in Guayaquil, Ecuador - Thursday, December 1.

Aldeas SOS (http://www.aldeasinfantiles.org.ec/), Guayaquil, Ecuador

“Aldeas SOS” is an independent organization of social development, which works with thousands of children at risk around the world. They seek to give them the opportunity to enjoy a happy childhood characterized by positive experiences. “Aldeas SOS” has been working in Ecuador since 1963 and has helped to transform the life of many children and families. They work for the rights of children, specifically for the right of children to live in a family. They work
on behalf of abandoned children or whose families are unable to care for them. They give these children the opportunity to build lasting relationships within a family.

Our field class will occur in Guayquil, Ecuador. We will visit one of the Aldeas (villages) SOS and learn about the ways in which they work with children and teenagers from impoverished neighborhoods. We will have an opportunity to discuss how these issues are similar and different from the issues in the home country of the students in the class. A translator will be provided to enable students to interact, have conversations and/or interview children and their “mothers”. While we are at the Aldea, we will engage in a service project of the Aldea’s choice. Observations and interactions will be directed towards meeting specific goals identified prior to the visit. Each student will write a reflection paper about his or her time at the center. The paper will be 3 pages double spaced and follow an outline given in class. This reflection paper will be due on B22.

Independent Field Assignments

Throughout their port visits, students will document (through observations, interviews, newspapers, exploring ads or social messages, looking for products in stores, etc.) on a major theme related with the course. Their research should be done in 3 different ports (ideally one from each larger area we will visit: Europe, Africa, Central-South America, and Caribbean).

For each of the three selected ports, students will write about what they learned regarding their research topic in a two page double spaced paper and include sources photographed. Each port exploration and paper is worth 5% of the total class grade. 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.

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
50% Exams (three)
10% Experiential Assignments
15% Field Class and Reflection paper
15% Independent Field Assignment

Grade Distribution

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>90-100%</td>
</tr>
<tr>
<td>B Good</td>
<td>80-89%</td>
</tr>
<tr>
<td>C Satisfactory</td>
<td>70-79%</td>
</tr>
<tr>
<td>D Poor, but passing</td>
<td>60-69%</td>
</tr>
<tr>
<td>E Failure</td>
<td>59 and below</td>
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</tbody>
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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. The first exam (B8) is 15% of your grade, the second one (B17) is 20% and the third one (B25) is 15% of your grade.

Experiential Assignments:

Students will complete two 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? 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? 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, using the concepts of “fragmented contextual youth life” and “de-standardized transitions into adulthood” (Mørch, S & Andersen, H., 2006). 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.

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. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

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 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 July 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.

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: Leccardi, C. & Ruspini, E.
TITLE: A New Youth?: Young People, Generations, and Family Life
PUBLISHER: Ashgate
ISBN #: 0-7546-4422-7
DATE/EDITION: 2006
PAGES: 63-84.
ELECTRONIC COURSE MATERIALS


You Tube Video: A Girl who Changed the World https://www.youtube.com/watch?v=MqV2Xhz6YBM


