

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	International Education
Course Number and Title:	IE 471 Children and Youth in Global Context
Division:	Upper
Faculty Name:	Lisa A. Daunhauer, ScD
Semester Credit Hours:	3

Meeting: B days, 0800-0920 in Kino

Prerequisites: It is preferred, but not required that students have taken an introductory course in human development before enrolling in this course.

COURSE DESCRIPTION

Globally, governments and communities have made strides in improving life outcomes for children and youth. However, hundreds of millions of children around the world fail to achieve even a fourth grade level education. This course will examine critical issues affecting outcomes for children and youth from a global perspective. We will explore how expectations for child development and its contexts are defined by culture. We will explore childhood socialization in an era of rapid global change. The theme of risk and resilience will be integrated throughout the course as major challenges and opportunities for children and youth are addressed.

What will you gain by taking Children & Youth in the Global Context? In this course, you will explore global, cultural, and social influences on the immediate and long-term outcomes for children and youth. You will learn: 1) how global changes create both challenges and opportunities that affect the daily lives and potentially life outcomes of children and youth; 2) major education, prevention and intervention programs targeting children and youth in diverse geographic regions; and 3) relevant skills in conducting observations and documenting relevant needs of children and youth.

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 Edition

COURSE OUTLINE AND READINGS

Depart Ensenada, Mexico — January 5

B1—January 8:

- Overview, outcomes, expectations
 - What is child well-being? Child welfare?
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B2—January 10:

- Foundations: Changing Views of Youth in U.S.; Childhood in a Global Context
 - Wells CH 1
 - Pew Research Center (2010). Millennials: Confident, connected, open to change
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B3—January 13:

- The Rights of Children; Children as Resources in Development
 - Kauai Longitudinal Study
 - Wells CH 2
 - UNICEF (2016) The State of the world's children: A fair chance for every child. Retrieved from: http://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf
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Honolulu, Hawaii — January 12

B4—January 15:

- Children's Rights Continued; The Convention on the Rights of the Child: Universally adopted?
- Ecological perspective of child welfare

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

Bruyere, E., and Garbarino, J. (2010). The ecological perspective on the human rights of children. In Kamerman, S.B., Phipps, S., and Ben-Arieh, A. Eds. (2010). *From Child Welfare to Child Well-Being: An International Perspective on Knowledge in the Service of Policy Making*. NY: Springer, pp 137-154

January 16—International Date Line crossing (Lost Day)

B5—January 18:

→Societies in Transition, Youth Transitions to Adulthood

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

Moore, R., & Rizor, J. (2008). Confusion and cool. *China's youth in transition*. *Education about Asia*, 13 (3) 30-37.

Study Day (No Class) – January 19

B6—January 21:

→Children and Families

Wells CH 4

Fraser, M., & Jenson, J. M. (2015). A risk and resilience framework for child, youth, and family policy. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective*. (pp. 1-13). Los Angeles, CA: Sage Publications

Friesen, B. J. & Brennan E. (2015). Strengthening families and communities: System building for resilience. In M. Ungar (Ed.) *Handbook for working with children and youth: Pathways to resilience across cultures and context* (pp 295-311). Thousand oaks, CA: Sage Publications.

B7—January 23:

→School and Work in Childhood; Children and Youth in Japan

Wells CH 5

Hilton, J. M., Anngela-Cole, L., & Wakita, J. (2010). A cross-cultural comparison of factors associated with school bullying in Japan and the United States. *The Family Journal*, 18(4), 413-422.

Iguchi, Y. (2014). Chapter 7: Education in Japan. In: M. Brown & J. White (editors). *Exploring childhood in a comparative context: an introductory guide for students*. (pp. 86-105). London: Routledge

Kobe, Japan – January 24-28

B8—January 30:

→Poverty and Child Welfare; Children and Families in China

Sustainable Development Goals report – 2018 (see education goals and figures)

Hu, B. Y., & Szente, J. (2010). Education of young Chinese migrant children: Challenges and prospects. *Early childhood education journal*, 37(6), 477-482.

The Independent. (September 12, 2010). China Rethinks its Controversial One-Child Policy. Retrieved from <http://www.independent.co.uk/news/world/asia/china-rethinks-its-controversial-one-child-policy-2077152.html>

Shanghai, China – January 31 - February 1
In-Transit – February 2-3
Hong Kong, SAR – February 4-5

B9–February 7:

→Cultural and Gender Perspectives on Physical and Mental Health (Youth Suicide)

→Children and Youth in Vietnam

Wells CH 3

Roelen, K. & Gassman, F. (2015). Multidimensional child poverty in Vietnam. In A. Minujin and S. Nandy (Ed.s) *Global Child Poverty and Well-Being: Measurement, concepts, policy and action* (pp. 307-323). Bristol, UK: The Policy Press.

Ho Chi Minh City, Vietnam – February 8-13

B10–February 15:

→Child Trafficking; Violence against Children; Children and Youth in Myanmar;

Mapp, S. C. (2011). Child Trafficking. In *Global Child Welfare and Well-Being* (pp. 41-66). New York: Oxford University Press.

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

Retrieved

from <http://world.time.com/2013/04/12/can-burma-avoid-the-curse-of-sex-tourism/>

Community Programming (No Class) – February 16

B11–February 18:

EXAM 1

Yangon, Myanmar – February 19-23

B12–February 25:

→Play in a Global Context

Wells CH 6

B13– February 27:

→Child Maltreatment and Adoption; Children and Youth in India

Laungani, P. (2005). Changing patterns of family life in India. In J. L. Roopnarine & U. P. Gielen (Eds.) *Families in global perspectives* (pp. 85-103). Boston, MA: Pearson/Allyn and Bacon.

Deb, S., & Ray, M. (2016). Child abuse and neglect in India, risk factors, and protective measures.

Cochin, India – February 28 – March 5

B14—March 8:

→Family Violence in India

→Gender relationships and domestic violence; Forced sex in marriage as abuse

Godha, D., Hotchkiss, D. R., & Gage, A. J. (2013). Association between child marriage and reproductive health outcomes and service utilization: a multi-country study from South Asia. *Journal of Adolescent Health, 52*(5), 552-558.

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>

Community Programming (No Class) – March 7**B15—March 10:**

→Children and Politics

Wells CH 7

SOS Children's Villages International. (2015). *International Annual Report*. Retrieved from http://www.sos-childrensvillages.org/getmedia/866c662b-f542-4326-a98b-4c45feff1901/AR-2015-LowRes_FINAL.pdf

Port Louis, Mauritius – March 11**B16—March 13:**

→Children and Armed Conflict; Children and Youth of Mauritius

→ A Long Way Gone: Discussion

Wells CH 8

B17—March 15:

→Children and Migration; Cross-cultural adjustment and cultural identification

Wells CH 9

B18—March 17:

→Children and Youth in South Africa; Preparation for Field Class in South Africa

Bray, R., Moses, S. (2011). Children and participation in South Africa. Exploring the landscape. *Perspectives in Education 29*, 6-17.

Cape Town, South Africa – March 18-23**B19—March 25:**

→ Work in Childhood Reconsidered- Africa

Clerk, G. (2011). Child labor in Ghana: Global concern and local reality. In Ame, R.K., Agbenyiga, D.L., and Apt, N.A., eds. *Children's Rights in Ghana: Reality or Rhetoric?* Lanham, MD: Lexington Books. Pp 99-112

SOS Children's Villages International. (2015). *SOS Children Village Ghana*. Retrieved from <http://www.sos-childrensvillages.org/where-we-help/africa/ghana>

B20—March 27:

→Children in custody; children's rights, mental health, and state custody

Pumariega, A., Rao Gogineni, R., & Skokauskas, N. (2014). Editorial (Thematic Issue: Global Child Welfare, Juvenile Justice and Mental Health: Are We Getting Better). *Adolescent Psychiatry*, 4(4), 213-215.

Jacob, P., Golhar, T., Seshadri, S., Nandan Mani, R., & Purushothaman, K. (2014). Child and Adolescent Mental Health in the Juvenile Justice System in India: Challenges and Initiatives. *Adolescent Psychiatry*, 4(4), 278-283.

B21—March 29:

→ Children in custody continued; Children and Youth in Ghana

→ Children's health, infectious disease, female mutilation

McKee, N., Aghi, M., Carnegie, R., & Shahzadi, N. (2003). Sara: A role model for African girls facing HIV/AIDS. In A. Singhal & W. S. Howard (Eds.), *The children of Africa confront AIDS: From vulnerability to possibility* (pp. 171-192). Ohio University Press: Athens, OH.

Khaja, K., Barkdull, C., Augustine, M., & Cunningham, D. (2009). Female genital cutting: African women speak out. *International Social Work*, 52(6), 727-741.

Tema, Ghana — March 30 - April 1

Takoradi, Ghana — April 2-3

B22—April 5:

Growing up in cities project

Boutayeb, W., Lamili, M., Maamri, A., El Mostafa, S. B., & Boutayeb, A. (2016). Actions on social determinants and interventions in primary health to improve mother and child health and health equity in Morocco. *International Journal for Equity in Health*, 15(1), 1.

B23—April 7:

Preparing Youth for a Global Society

Wells CH 12

Study Day (No Class) — April 8

B24— April 10:

Unpacking What We Have Learned This Semester

Casablanca, Morocco — April 11-14

B25—April 18:

EXAM 2

Arrive Amsterdam, The Netherlands — 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 throughout the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Paper

The field class for this course is on **Monday, 18 March in Cape Town, South Africa.**

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 are developed and led by the instructor.

Migrant Labor Museum in Lwandle Township

Country: South Africa, Day 1 Monday March 18th

We will visit the Migrant Worker's Museum in the Lwandle Township, explore the township, interact with students.

Objectives:

1. Understand the conditions of migrant workers.
2. Explain conditions and life in a township
3. Compare and contrast life for Black South Africans in a township and outside the township.
4. Describe the everyday life occurrences and challenges of adolescent's in South Africa

Field Class Assignment Paper (20%). You will write a 4-5-page paper on your experience in the Field Class that (1) briefly describe the program and the population served, and then (2) discuss course content relative to your experiences in the field class. For reflection: what did you learn about child/youth 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? For discussion, choose one of the following in regards to the field class experience: (a) examine a related developmental theme from a cultural perspective; (b) address the country-specific issue in depth, or (c) prepare a comparative analysis of a topic across cultures. Papers will be evaluated on: writing style, organization/integration of material, depth of analysis, and quality of content, and references. This paper will be due at the end of the second ship day following the field class experience.

Independent Field Assignments

The independent field assignments will be worth 25% of your final grade in this course. Students will pick a research question and test this question using observation, survey, interview, and experimental methods in three different countries. Students will then develop a short power point presentation for each of the three countries that introduces their research question, discusses the method they chose, 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, 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. Further details will be discussed in class. However, topics can include child and youth participation (in everyday activities), conceptualizations of childhood, relationships, health, childrearing, alcohol or smoking use and habits, technology, youth opinions (e.g., towards same-sex relationships, family, abortion, immigrants, war, race/ethnicity).

Description of Assignments, Exams other than Field Class and Independent Field

Assignments

Class Participation

Students are required to attend class on a regular basis, complete assigned readings, and actively participate in class discussions, including preparing for and leading class discussion. 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.

Exams

Two exams are given for this course. The exams will include a combination of multiple-choice, short answer, and essay questions. Exams are not cumulative. The exams will cover all textbook, lecture, and any guest-lecture material. Students who will have a sanctioned absence or other valid reason for rescheduling an exam need to request an earlier exam time well in-advance of the exam. Exams should only be missed in the case of emergencies and documentation from Student Case Management will be required to schedule a make-up exam, which may be in essay format.

METHODS OF EVALUATION

Final grades will be calculated as follows:

<u>Assignment</u>	<u>points</u>	<u>percentage</u>
Class Participation	150	15
Exam 1	150	15
Exam 2	250	25
Field Class Assignment Paper	200	20
Independent Field Assignments (presented)	250	25
Total Possible	1000	100

GRADING SCALE

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:

<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 before 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 regarding 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 promptly before 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 before the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies fundamentally upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's 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: Beah, Ishmael

TITLE: A Long Way Gone: Memoirs of a Boy Soldier
ISBN #: 0374531269, 978-0374531263
DATE/EDITION: 2008

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

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

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

AUTHOR: Kamerman, S.B., Ben-Arieh, 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
ISBN #: 978-90-481-3376-5
DATE/EDITION: 2010

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

FILM REQUEST

Title of Film: On the Way to School
Distributor: DistriB Films

Title of Film: Beasts of No Nation
Distributor: Bleeker Street Netflix

Title of Film: Children of War (2009)
Distributor: Peregrine Pictures

Title of Film: Not My Life
Distributor: Worldwide Documentaries, Inc.. <https://www.notmylife.org/>

Title of Film: Voices of Children Documentary Project
Distributor: <https://projects.worldforumfoundation.org/voices-of-children/> [to be released summer 2018]

Title of Film: 10 China's One-Child Policy Facts
Distributor: YouTube <https://www.youtube.com/watch?v=iOnEdlQAJfo>

ELECTRONIC COURSE MATERIALS

- Bergman, J. (April 12, 2013). Can Burma avoid the curse of sex tourism? Time.com. Retrieved from <http://world.time.com/2013/04/12/can-burma-avoid-the-curse-of-sex-tourism/>
- 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>
- Boutayeb, W., Lamili, M., Maamri, A., El Mostafa, S. B., & Boutayeb, A. (2016). Actions on social determinants and interventions in primary health to improve mother and child health and health equity in Morocco. *International Journal for Equity in Health*, 15(1), 1.
- Bray, R., Moses, S. (2011). Children and participation in South Africa. Exploring the landscape. *Perspectives in Education* 29, 6-17.
- Bruyere, E., and Garbarino, J. (2010). The ecological perspective on the human rights of children. In Kamerman, S.B., Phipps, S., and Ben-Arieh, A. Eds. (2010). *From Child Welfare to Child Well-Being: An International Perspective on Knowledge in the Service of Policy Making*. NY: Springer, pp 137-154
- 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.
- Clark, E.D. (n.d.). *No CRC for USA: Protecting our children from a dangerous U.N treaty*. Retrieved from: www.nocrc.org.
- Clerk, G. (2011). Child labor in Ghana: Global concern and local reality. In Ame, R.K., Agbenyiga, D.L., and Apt, N.A., eds. *Children's Rights in Ghana: Reality or Rhetoric?* Lanham, MD: Lexington Books. Pp 99-112
- Deb, S., & Ray, M. (2016). Child abuse and neglect in India, risk factors, and protective measures. In S. Deb (ed.). *Child Safety, Welfare and Well-being*. (pp. 39-57). India: Springer
- Elliott, K. Ž. (2014). Morocco and its women's rights struggle: A failure to live up to its progressive image. *Journal of Middle East Women's Studies*, 10(2), 1-30. Retrieved from: <http://doi.org/10.2979/jmiddeastwomstud.10.2.1>
- Fraser, M., & Jenson, J. M. (2015). A risk and resilience framework for child, youth, and family policy. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective*. (pp. 1-13). Los Angeles, CA: Sage Publications
- Friesen, B. J. & Brennan E. (2015). Strengthening families and communities: System building for resilience. In M. Ungar (Ed.) *Handbook for working with children and youth: Pathways to resilience across cultures and context* (pp 295-311). Thousand oaks, CA: Sage Publications.
- Godha, D., Hotchkiss, D. R., & Gage, A. J. (2013). Association between child marriage and reproductive health outcomes and service utilization: a multi-country study from South Asia. *Journal of Adolescent Health*, 52(5), 552-558.

- Hilton, J. M., Anngela-Cole, L., & Wakita, J. (2010). A cross-cultural comparison of factors associated with school bullying in Japan and the United States. *The Family Journal*, 18(4), 413-422.
- Hu, B. Y., & Szente, J. (2010). Education of young Chinese migrant children: Challenges and prospects. *Early childhood education journal*, 37(6), 477-482.
- Iguchi, Y. (2014). Chapter 7: Education in Japan. In: M. Brown & J. White (editors). *Exploring childhood in a comparative context: an introductory guide for students*. (pp. 86-105). London: Routledge
- Jacob, P., Golhar, T., Seshadri, S., Nandan Mani, R., & Purushothaman, K. (2014). Child and Adolescent Mental Health in the Juvenile Justice System in India: Challenges and Initiatives. *Adolescent Psychiatry*, 4(4), 278-283.
- Khaja, K., Barkdull, C., Augustine, M., & Cunningham, D. (2009). Female genital cutting: African women speak out. *International Social Work*, 52(6), 727-741.
- Laungani, P. (2005). Changing patterns of family life in India. In J. L. Roopnarine & U. P. Gielen (Eds.) *Families in global perspectives* (pp. 85-103). Boston, MA: Pearson/Allyn and Bacon.
- Deb, S., & Ray, M. (2016). Child abuse and neglect in India, risk factors, and protective measures.
- Mapp, S. C. (2011). Child Trafficking. In *Global Child Welfare and Well-Being* (pp. 41-66). New York: Oxford University Press.
- Mehta, S. (2015). There's only one country that hasn't ratified the Convention on Children's Rights: US. ACLU. Retrieved from: <https://www.aclu.org/blog/speak-freely/theres-only-one-country-hasnt-ratified-convention-childrens-rights-us>
- Moore, R., & Rizor, J. (2008). Confusion and cool. *China's youth in transition*. Education about Asia, 13 (3) 30-37.
- McKee, N., Aghi, M., Carnegie, R., & Shahzadi, N. (2003). Sara: A role model for African girls facing HIV/AIDS. In A. Singhal & W. S. Howard (Eds.), *The children of Africa confront AIDS: From vulnerability to possibility* (pp. 171-192). Ohio University Press: Athens, OH.
- Children's Rights: US. ACLU. Retrieved from: <https://www.aclu.org/blog/speak-freely/theres-only-one-country-hasnt-ratified-convention-childrens-rights-us>
- Pansy, T.T. (2015) Gender equality and cultural norms in Myanmar. International Conference on Burma/Myanmar Studies. Retrieved from: [http://www.burmalibrary.org/docs21/Society%20and%20Culture/Pansy-Tun-Thein-2015-Gender Equality and Cultural Norms in Myanmar-en.pdf](http://www.burmalibrary.org/docs21/Society%20and%20Culture/Pansy-Tun-Thein-2015-Gender%20Equality%20and%20Cultural%20Norms%20in%20Myanmar-en.pdf)
- Pew Research Center, (2010). *Millennials: confident, connected, open to change*. Retrieved from <http://www.pewsocialtrends.org/2010/02/24/millennials-confident-connected-open-to-change/>
- Pumariega, A., Rao Gogineni, R., & Skokauskas, N. (2014). Editorial (Thematic Issue: Global Child Welfare, Juvenile Justice and Mental Health: Are We Getting Better). *Adolescent Psychiatry*, 4(4), 213-215.
- Regalia, C., Manzi, C., & Scabini, E. (2013). Chapter 24: Individualization and differentiation in families across cultures. In Fine, M. A. & Fincham, F.D. *Handbook of Family Theories: A content-based approach*. (pp. 437-456). New York, NY: Routledge
- Roelen, K. & Gassman, F. (2015). Multidimensional child poverty in Vietnam. In In A. Minujin and S. Nandy (Ed.s) *Global Child Poverty and Well-Being: Measurement, concepts, policy and action* (pp. 307-323). Bristol, UK: The Policy Press.
- SOS Children's Villages International. (2015). *International Annual Report*. Retrieved from <http://www.sos-childrensvillages.org/getmedia/866c662b-f542-4326-a98b->

[4c45feff1901/AR-2015-LowRes_FINAL.pdf](#)

SOS Children's Villages International. (2015). *SOS Children Village Ghana*. Retrieved from <http://www.sos-childrensvillages.org/where-we-help/africa/ghana>

The Independent. (September 12, 2010). China Rethinks its Controversial One-Child Policy. Retrieved from <http://www.independent.co.uk/news/world/asia/china-rethinks-its-controversial-one-child-policy-2077152.html>

Theodorou, A.E. & Sandstrom, A. (2015). How abortion is regulated around the world. Retrieved from Pew Research Center website: <http://www.pewresearch.org/fact-tank/2015/10/06/how-abortion-is-regulated-around-the-world/>

UNICEF (2016) The State of the world's children: A fair chance for every child. Retrieved from: http://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf

ADDITIONAL RESOURCES

Potentially my students may need supplies (e.g., supplies to create a game to interact with a group) to enhance their Field class day.