

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

Reading: Pew Research Center. (2010). Millennials: confident, connected, open to change.

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

Reading: Regalia, C., Manzi, C., & Scabini, E. (2013). Chapter 24: Individualization and differentiation in families across cultures.

January 16—International Date Line crossing (Lost Day)

A5—February 17:

The Convention on the Rights of the Child

Reading: Mapp, S. (2011). Child Welfare and Well-Being. Chapter 1, pp 3-19.

No Class — January 19

A6—January 20:

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

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

Reading: 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>

A7—January 22:

Childhood in a Global Context
Education in Japan

Reading: Wells, K. (2015). Childhood in a Global Perspective. Chapter 1

Reading: Iguchi, Y. (2014). Chapter 7: 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: Wells, K. (2015). Childhood in a Global Perspective. Chapter 4

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

Reading: Wells, K. (2015). Childhood in a Global Perspective. Chapter 3

A13–February 26:

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

Reading: Wells, K. (2015). Childhood in a Global Perspective. Chapter 2
Reading: Deb, S., & Ray, M. (2016). Child abuse and neglect in India, risk factors, and protective measures.

Tentative: interport student from India

Cochin, India – February 28 – March 5

A14–March 6:

Children and Migration

Reading: Wells, K. (2015). Childhood in a Global Perspective. Chapter 9

No Class – March 7

A15–March 9:

Children and Youth at War
Experiential Assignment #3 Due

Reading: Wells, K. (2015). *Childhood in a Global Perspective*. Chapter 8

Tentative: interport student from Mauritius

Port Louis, Mauritius – March 11

A16–March 12:

Children and Politics

Reading: Wells, K. (2015). *Childhood in a Global Perspective*. Chapter 7

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: Bryan, C. (2014). Chapter 12: Education in rural South Africa.

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

Reading: Bezuidenhout, C. & Coetzee, L. (2017). Chapter 11: Domestic violence in South Africa.

Cape Town, South Africa – March 18-23

A19–March 24:

Discussion of Field Class

Abortion Laws around the world

Reading: Pew Research Center (2008). Abortion laws around the world.

A20–March 26:

Play in a Global Context

Reading: Wells, K. (2015). *Childhood in a Global Perspective*. Chapter 6

A21–March 28:

Risk and Resilience in childhood

Experiences and Insights that make the world better

Reading: Fraser, M., & Jenson, J. M. (2008). A risk and resilience framework for child, youth, and family policy.

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

Reading: Wells, K. (2015). *Childhood in a Global Perspective*. Chapter 5

A23–April 6:

Children and Youth in Morocco: Consanguineous marriages and Women's Rights

Readings: Elliott, K. Ž.. (2014). *Morocco and Its Women's Rights Struggle*, p. 1–30.

Jaouad IC et al. (2009). *Consanguineous marriages in Morocco*. p. 575-581.

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 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. 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:

<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%:
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 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

Half the Sky: Turning Oppression into Opportunity for Women Worldwide. 112 mins. 2012.

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

ELECTRONIC COURSE MATERIALS

Avert, 2015. HIV and AIDS in South Africa. Retrieved from <https://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/south-africa>

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/>

Bezuidenhout, C. & Coetzee, L. (2017). Chapter 11: Domestic violence in South Africa. In D.S. Perterson and J.A. Schoreder (Eds), *Domestic violence in international context*. New York: Routledge.

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.

Chirico, J. (2009). Chapter 11: Race and ethnicity. In J. Chirico. *Sociological Research Exercises for the Global Age*. (pp. 137-142). Thousand Oaks, CA: Sage

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

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

Mapp, S. (2011). The convention on the rights of the child. In S. Mapp. *Global child welfare and well-being*. (pp. 3-20). New York, NY: Oxford

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>

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

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/>

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

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

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