The American University
School of International Service
International Development Program

CHILDREN IN INTERNATIONAL DEVELOPMENT
Spring 2013, Room ASB 226

Tuesdays, 5:30 PM - 8:00 PM
Professor:
Dr. Loubna Skalli Hanna
Office Hours: Tuesdays/Wednesdays 2:00-4:00PM   or by Appointment
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For all appointments, please call the ID office @ 202 885 1657 or email
appointments.idp@gmail.com

For all questions related to readings and Blackboard issues, please contact my research assistant,
Folayemi Agbede at: folayemi.agbede@gmail.com

Course Description & Learning Objectives

This graduate course introduces students to ways in which the lives of children are invariably
impacted by global political-economic structures, as well as the architecture and visions of
international development. The purpose of the course is to examine the rights, conditions
and roles of children by looking at specific contexts/cases from different regions of the
developing world. This course is designed to:

1. Discuss major legal, policy and programmatic frameworks that affect children's lives
   in the Global South. We will look at issues related to child labor, street children,
   child education, child soldiers, impact of conflict on children, sex exploitation,
   HIV/AIDS and orphans of AIDS;
2. Identify and discuss ways in which development policies and programs impact
   children differently depending on their gender, geographic location (global/local;
   urban/rural), race and ethnic differences, physical conditions, and war/peace
   situations;
3. Encourage critical thinking and analysis of the major theories that inform
   interventions affecting children's lives;
4. Explore and discuss ways in which global forces intersect with local realities and
   affect the different facets of children's lives;
5. Discuss and assess the viability of different development programs and policies to
   meet different levels/types of children's needs by paying particular attention to the
   changing environment in which priorities for children are set and programs/
   interventions are developed and implemented.

Learning Outcomes

By the end of the course, students will have gained:

1) Substantive understanding to critically analyze the structures, policies and conditions that define and shape childhood in the developing world;
2) Sophisticated skills to evaluate the strengths and/or limitations of current policies and programs that target children;
3) The ability to apply different conceptual frameworks and theories in the analysis of policies/programs relating to children;
4) Confidence to make a contribution to the field by developing creative approaches and effective strategies that could improve children's lives in a meaningful way.

REQUIRED READINGS

Two books ($$) have been ordered for this class;

1. Karen Wells. 2009. Childhood in a Global Perspective. Polity (hereafter Childhood)
2. Ruth Panelli, Samantha Punch, and Elsbeth Robson. 2007. Global Perspective on Rural Childhood and Youth. Routlege. (Hereafter Global Perspective)

Blackboard Reading Packet

> All readings on the syllabus, required and recommended, are available on Blackboard. They are located in the "Course document" section of the course and organized in files according to each class session.

For all your questions about readings and Blackboard, please contact my research assistant: Folayemi Agbede at: folayemi.agbede@gmail.com

RECOMMENDED READINGS

Use the following non-exhaustive list of (re)sources as a starting point for your research on youth-related topics. There are many more relevant journals and databases to consult!

1. Journals available through AU library.
Children, Youth and Environments
Comparative Education Review

2. Reports to download for free
1. UNICEF. *State of the World's Children 2009: Maternal and Newborn Health.*
   http://www.unicef.org/sowc09/report/report.php
   Also check reports from previous years at: http://www.unicef.org/
2. EFA Global Monitoring Report 2009: Overcoming Inequality: Why Governance Matters.
   http://www.unesco.org/en/efareport
3. World Vision. "Children and Peace-building: Experiences and Perspectives."

http://www.childrights.org/PolicyAdvocacy/pahome2.5.nsf/allreports/1E8007AE
AFCD797688256E46008360AC?OpenDocument
4. Samuel A. Morley and David Coady. 2003. From Social Assistance to Social
Development: Targeted Education Subsidies in Developing Countries. Center for
Global Development,
http://www.ifpri.org/pubs/cp/socialassist.htm#download
5. Graca Machel. Impact of War on Children. Palgrave, 2001.
Report to the UN: http://www.unicef.org/graca/

3. Web Sites/Sources
Academy for Educational Development: http://www.aed.org/
Coalition to Stop the Use of Child Soldiers: http://www.child-soldiers.org/home
Child Rights Information Network (CRIN): http://www.crin.org/
Consortium for Street Children: http://www.streetchildren.org.uk/index2.php
Eldis- Children and Young People:
http://www.eldis.org/go/topics/resource-guides/children-and-young-people
Free the Children: http://www.freethechildren.com/
ILO/International Program on the Elimination of Child Labor:
http://www.ilo.org/ipec/lang--en/index.htm
Inter-Agency Network for Education in Emergencies:
http://www.ineesite.org/index.php/post/inee_handbook/
"The International Criminal Court and Children's Rights"
http://www.iccnow.org/documents/FS-AMICC-ICCnChildRights.pdf
Population Council: www.popcouncil.org
Street Kids International: http://www.streetkids.org/index.htm
UNICEF: http://www.unicef.org/
WorldVision International: http://www.wvi.org/wvi/wviweb.nsf

COURSE REQUIREMENTS AND EVALUATION

I- Class Participation & Presentations: 20% of the final grade
This class is NOT based on lectures only. Group work, students' weekly presentations, and
video screenings are designed to complement and reinforce the lectures. Students are
expected to create a dynamic and intellectually stimulating environment by coming to class
prepared to engage with the weekly readings and discuss the materials they are assigned.
Active participation includes: providing meaningful input into a topic, sharing views, asking
questions and responding to those raised by others, writing a 2-page "Opinion Piece" (OP)
on assigned readings, as well as sharing current research. OP is a 1-page (max) reflection on
2 readings from the required selection for the week. The OP should highlight the student's
reaction (no summary) to the key issues raised by the readings. Each student will share
his/her OP with 2 others at least 24 hours prior to class. Students will peer-review each
other's work (comment & grade) before discussing it in class. Failure to submit/read OPs
will affect the participation grade. 3 opinion-pieces are due on the following dates:
1. January 29
2. February 26

3. April 9

For class presentations and group activities, students will be asked to provide peer evaluation. This will be taken into consideration for the final participation grade. Guidelines for peer evaluation are posted under Assignments.

II- Reflection Paper:
This is a short reflection paper based on a specific issue/question that arose from class discussions as well as assigned readings for the class (**January 22 thru February 19.** The assignment requires that you demonstrate a) a thorough knowledge of the issues/questions raised by the readings b) your ability to integrate the ideas/perspectives of these authors with your own personal views in a constructive and critical fashion. Additional guidelines will be posted on blackboard
- **20% of final grade**
- **Due date, <u>February 19</u>**
- **Six pages long, maximum**

III- Case Study Analysis:
This assignment takes a case study as a starting point. Each student will choose 2 case studies (programs/interventions) about a specific child related issue (January 29 thru February 26) and provide a close analysis and assessment of the two cases in terms of their effectiveness in responding to the issue at hand. You are expected to
1) identify/select the topic of your interest, 2) identify 2 case studies that address the topic; 3) provide a comparative reading and analysis of the cases; and, 4) draw conclusions and make recommendations. Additional guidelines will be posted on blackboard
- **Due <u>March 19</u>**
- **8 pages in length (maximum)**
- **25% of final grade**

IV- End of the semester project
Each student can choose ONE project from the three options below:

A. Academic paper: no more than 20 pages long, double space.
B. Policy brief: 10 pages long (single space)
C. Project development: a detailed project targeting a special child-related development issue. This option requires a minimum of two students working together

You choose submit a one-page initial proposal no later than **<u>March 12</u>**. It should include your selection of the end of the semester project, the topic of your research, the reasons for the selection and the research method(s) to be used. All proposals should be finalized by **<u>March 26</u>**. Once I approve of the proposal, students should start working on their final projects to prepare for the final presentation and paper. Submission of final assignments is on **<u>April 30</u>**.
Detailed guidelines on the project will be posted on BB.

<u>POLICIES</u>

- Unjustified absences from class will affect your overall grade. Please notify me in writing of the date(s) and cause(s) of your absence.
- Make-up work will be allowed only if you have a medical or University excuse. Let me know the circumstances prior to the absence.
- No late work will be accepted beyond one week of its due date.
- If you should use the computer in class, please restrict the usage to class work. NO email checking and Internet browsing is tolerated.
- If you decide to keep your cell on, please make sure it is on "silent" or "vibrate" mode.
- Be a courteous and respectful listener/participant: this is the only way to encourage all others to participate and learn in this class.
- The course schedule is tentative. If changes are made you will be notified verbally and in writing in a timely manner.
- All your written assignments should be carefully edited/proofread before submitting them. For the sake of fairness to all, please respect the page limit set for each assignment!
- All assignments should be submitted in hard copy: **No electronic submission is accepted unless otherwise stated**.

GRADING SCALE
The following scale is used for all assignments:
A   95 - 100
A-   90 - 94
B+   87 - 89
B   83 - 86
B-   80 – 82
C+   77 – 79
C   73 – 76
C-   70 – 72
D   67- 69

ACADEMIC INTEGRITY CODE
The University's Academic Integrity is **strictly observed** in this course.
All students must adhere to the Academic Integrity Code
(http://www.american.edu/provost/registrar/regulations/reg80.cfm).   As the code states,
"By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical

standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University website.

Disability Support Services
If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.
Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.
Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.
Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities.
If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

EMERGENCY PREPAREDNESS
In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies.   In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www. prepared. american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their

faculty and/or respective dean's office for course and school/ college-specific information.

COURSE OUTLINE AND READINGS

January 15: Introduction to the Course
General introduction
Group activity

January 22: Shifting Perspectives on Childhood:
 Short Video: Australia Sorry for Child Abuse:
http://www.cnn.com/2009/WORLD/asiapcf/11/16/australia.children/index.html

Karen Wells. Childhood. Chapters 1, 2.

Ruth et al. Global Perspective. Chaps. 1&11.

Allison J. & Adrian L. James. 2001. "Childhood: toward a Theory of Continuity and
        Change." In The Annals of the American Academy of Political and Social Science.
        Sage Publications: pp. 25-37.
Recommended
Hawes M. Joseph and N. Ray Hiner. (eds.) Children in Historical and Comparative
    Perspective. Greenwood Press: 1991.
        Chapter 7 (Brazil), Chapter 9 (East Africa), Chapter 17 (Muslim Middle East).

January 29: Of Rights and Conventions
Opinion Piece (1 of 3)

The Convention on the Rights of the Child. "Full Text of the Convention"

Karen Wells. Childhood. Chapter. 8

Ruth et al. Global Perspective. Chap. 16.

UNICEF. (2008). *The Evolution of International Standards on Child Rights.*
http://www.unicef.org/rightsite/sowc/pdfs/panels/SOWC%20all%20panels.pdf

Katheleen Alaimo. 2002. "Historical Roots of Children's Rights in Europe and the United States." In <u>Children as Equals: Exploring the Rights of the Child.</u> in K. Alaimo & B. Klug, eds. Lanham: U. P. A., pp. 1-24,

Abdullah An-Na'Im. 2001. "Cultural Transformation and Normative Consensus on the Best Interests of the Child." Pp. 62-81, in Philip Alston. (Ed.)

Case Study:
1. CNN. November 2009. "Counting the World's Invisible Children" (Slide Show)
http://edition.cnn.com/2009/HEALTH/11/16/birth.registration.plan/index.html
3. See: UNCR 2010. Birth Registration
4. Francis Chigunta. 2005. Executive Summary. Pp. 4-15. "Report on the Evaluation of the Children's Rights Club in Zambia" Save the Children.
        http://www.unicef.org/evaldatabase/files/Zambia_Child_Rights_Clubs_2005.pdf

<u>February 5</u>: Child Labor I: Concepts and Consequences
Video: Child Labor in the USA. http://www.youtube.com/watch?v=_tY1gk6J6zc
Guest Speaker: Lyndsey Hughes

TATEK ABEBE & SHARON BESSELL. 2012. "Dominant Discourses, Debates and Silences on Child Labour in Africa and Asia", *Third World Quarterly*, Vol. 32, No. 4, 2011, pp 765–786.
A. Bhukuth. 2008. "Defining Child Labor: A Controversial Debate" *Development in Practice*, Vol 18 (3), pp. 295- 394.
Skinner Benjamin. 2008. "A World Enslaved." *Foreign Policy* March/April, pp. 62-67
Basu Kaushik. "Child Labor: Cause, Consequence, and Cure, with Remarks on International Labor Standards." <u>Journal of Economic Literature</u>, Vol. 37, No. 3 (Sep., 1999), 1083-1119.

<u>Recommended:</u>
Hick Steven Hick and Edward Halpin. "The Right Rights? Child labor in a Globalizing World." In <u>The Annals of the American Academy of Political and Social Science</u>. Sage Publications: May, 2001, pp. 38-57.
Defining Bonded Labor: South Asian Task Force on Bonded Child Labour
        http://www.cwa.tnet.co.th/Network/TF-Bonded/tf_bonded2.html

<u>February 12</u>: Child Labor II: Projects and Prospects
Group Activities

Tulane University. Child labor in the Cocoa Sector
        http://www.childlabor-payson.org/project.html

Ruth et al. <u>Global Perspective</u>. Chap. 7

Geeta Chowdhry and Mark Beeman. "Challenging Child Labor: Transnational Activism and India's Carpet industry." In *The Annals of the American Academy of Political and Social Science.* Sage Publications: May, 2001, pp. 158-175.

Rachel Baker and Rachel Hinton. "Approaches to Children's Work and Rights in Nepal." In *The Annals of the American Academy of Political and Social Science.* Sage Publications: 575, May 2001, pp. 176-193.

Nandana, Reddy. "The Right to Organize: The Working Children's Movement in India" Cultural Survival Strategy, 24. 2. (June) 2000, pp. 52-55

Fair Trade. "The Chocolate Industry: Abusive Child Labor and Poverty behind the Sweetness." Available at: http://www.globalexchange.org/campaigns/fairtrade/cocoa/background.html.

Recommended:

Winrock International 2008: *Best Practice in Eliminating Child Labor through Education* (Selected Chapters: http://www.crin.org/docs/BestPracticesWinrock.pdf

February 19: Street Children
Reflection Paper Due Today
Video

Workshop style: start with it, and have them identify 1 specific problem to solve, or one case study and decide on how to build on it

Consortium for Street Children. 2011. A Mapping & Gapping Review of the Literature 2000 to 2010.
http://www.crin.org/docs/Street%20Children%20Mapping%20%20Gapping%20LiteratureStreet%20Children%20Review%20-%20FINAL%20VERSION%20-%20February%202011.pdf

Thomas de Benitez, Sarah. 2003. "Reactive, Protective and Rights-Based Approaches in Work with Homeless Street Youth" *Children, Youth and Environment* 13(1):6-7.

Cleary Edward. 2007. "Life and Death on the Streets: From Street Children to Children at Risk." In Mobilizing for Human Rights in Latin American. Kumarian.

Case Study:

Linda Carol Theron & Macalane Junel Malindi (2010): Resilient street youth: a qualitative South African study, *Journal of Youth Studies*, 13:6, 717-736

Olga Nieuwenhuys. "By the Sweat of their Brow? 'Street Children', NGOS and Children's Rights in Addis Ababa." Africa, 71 (4), 2001, 539-557

Train Platform Schools: http://www.pbs.org/opb/thenewheroes/meet/khurana.html

Recommended:

Saini Asha and Shernavaz Vakil. "Migration in India: Education and outreach for Street Children." Childhood Education, Vol. 78, No. 2 (Winter) 2001/2002, pp. 91-95.

O'Kane, Claire. 2003. "Street and working children's participation in programming for their rights" *Children Youth and Environment* 13 (1): Spring 2003

February 26: Education I: Education for All

Opinion Piece (2 of 3) Due

Pauline Abetti et al. 2011. "*Prospects for Bilateral Aid to Basic Education Put Students at Risk*"
    Brookings

http://www.brookings.edu/~/media/research/files/reports/2011/8/24%20bilateral%20ai
    d/0824_bilateral_aid_winthrop.pdf

Jacques van der Gaag. 2011. "Using National Education Accounts to Help Address the
Global Learning Crisis." Policy Paper 2011-03
http://www.brookings.edu/~/media/research/files/papers/2011/4/21%20national%20ed
    ucation%20vandergaag/0421_national_education_vandergaag.pdf
UNESCO. Education for All: The Quality Imperative. Summary. EFA Global Monitoring
    Report 2005.
Accessible: http://portal.unesco.org/education/en/ev.php-
    URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html

Case Study:
Christian Andrew Denes. "Bolsa Escola: Redefining Poverty and Development in Brazil."
    International Education Journal, Vol 4, No. 2, 2003, pp. 137-147.
CEDPA. 2006. "Mobilizing Communities for Girls' Education in Egypt: The New Horizons
    and New Visions Programs."
Barefoot College: http://www.barefootcollege.org/
Barefoot College: The Night Schools**http://www.yesmagazine.org/article.asp?ID=2414**

Recommended
EFA Global Monitoring Report 2003/4. Chapter 3. "Why are girls still held back?" pp. 115-
    153.
State of the World Children 2004. Annex A: A solution to Almost Every Problem." Pp. 83-
    89.

March 5: Education II: Post/Conflict Context
Guest Speaker (?)
Winthrop or others on the list Brookings

Sarah Dryden-Peterson, 2011. Refugee Education: A Global Review. Pp 6-35, and 80-84.
http://www.unhcr.org/4ebd3dd39.pdf

Judy Hanawalt in Slobig. "Peace Education in Montenegro" In Children and Peace Building:
    Experiences and Perspectives." pp. 9-13.
Sommers Marc. "Children, Education and War: Reaching Education for All (EFA)
    Objectives in Countries Affected by Conflict" CPR Working Papers. Paper No. 1,
    May 2002, pp.1- 40.
Recommended:
"Reshaping the future: Education and Post-Conflict Reconstruction." Chapters 4-6, the
World Bank, 2005.

The Inter-Agency Network for Education in Emergencies (INEE): www.ineesite.org

March 12: Spring Break
No class will be held

<u>**March 19:**</u> **Trafficking/Sexual Exploitation of Children**
Case Study Analysis Due Today
Guest Speaker:
Either PhD student or DOL
Documentary: "Trading Women": http://video.google.com/videoplay?docid=7942599402553476750

Flowers, R. Barri. "The Sex Trade Industry's Worldwide exploitation of Children." In *The
    Annals of the American Academy of Political and Social Science*. Sage Publications: May,
    2001, pp. 147-157.
Lim Lin Lean. (ed.) "Child Prostitution" in <u>The Sex Sector: The Economic and Social bases
    of prostitution in Southeast Asia</u>. Geneva: International Labor Office, 1998.
Feingold, D. 2005. "Think Again: Human Trafficking" *Foreign Policy* Sept/October

Case Study:
Montegomery Heather. 2008. "Buying Innocence: Child Sex Tourists in Thailand." *Third
    World Quarterly*, Vol. 29 (5): 903-917.
Development and Education Program for Daughters & Community Center (DEPDC)
    http://www.pbs.org/opb/thenewheroes/meet/sompop.html
<u>Recommended:</u>
Worldvision. 2004. "Taking the Journey Together: A United Response to Trafficking in the
    Mekong Region" in "Children and Peacebuilding: Experiences and Perspectives."
John Hopkins Report. 2007. "International Child Sex Tourism. Scope of the Problem and
    Comparative Cases'
Save the Children. 2008. "No one to turn to: sexual abuse by aid workers"

<u>**March 26: Child Soldiers**</u>
Proposal finalized
Video: What's Going on

Karen Wells. <u>Childhood</u>. Chapter. 7.

Susan McKay. 2005. "Girls as "Weapons of Terror" in Northern Uganda and Sierra Leonean
    Rebel Fighting Forces" *Studies in Conflict and Terrorism*, Vol. 28 (5).

Edward C. Green. "Indigenous Healing of War Affected Children in Africa." IK Notes,
    World Bank, 1999.

Jaremey McMullin. 2011. "Reintegrating Young Combatants: do child-centred approaches leave children—and adults—behind?" *Third World Quarterly*, 32:4, 743-764

<u>Recommended:</u>
Child Soldiers Global Report 2008. http://www.childsoldiersglobalreport.org/
"Girls formerly associated with fighting forces and their children: returned and neglected." 2006, Coalition to stop the use of child soldiers. Pp, 1-12.
JO de BERRY. 2001. "Child Soldiers and the Convention on the Rights of the Child", The Annals of the American Academy, AAPSS, 575, May 2001, pp. 92-105
Alcinda Honwana. 2005. <u>Child Soldiers in Africa</u>. Chapters 3 & 5.

<u>April 2</u>: Impact of Conflict on Children
Speaker (?)
<u>Violence Children -ICRW</u>

Charles Watters. 2008. "Migration and Refugee Children", "Good Practices in Services for Refugee Children" in <u>Refugee Children: Towards the Next Horizon.</u> Routledge. Chapters:
N. Boothby, A. Strang and Michael Wessells. "Introduction" & "Religion as Resource and Risk" in <u>A World Turned Upside Down: Social Ecological Approaches to Children in War Zones.</u>
Megan MacKenzie (2009): Empowerment boom or bust? Assessing women's post-conflict empowerment initiatives, Cambridge Review of International Affairs, 22:2, 199-215
Katrina Lee-Koo (2011): Horror and Hope: (re)presenting militarised children in global
North–South relations, *Third World Quarterly*, 32:4, 725-742
Kirsten Gislesen. 2006. "A childhood Lost? The Challenges of Successful DDR: Case of West Africa."

<u>Recommended:</u>
Kony 2012: http://www.onlineschools.com/in-focus/kony
Charli Carpenter. "Protecting children born of sexual violence and exploitation in war zones: existing practices and knowledge gaps." 2005
Sara Cameron. <u>Out of War: True Stories from the Front Lines of the Children's Movement for Peace in Colombia</u>. Scholastic 2001.

<u>April 9</u>: HIV/AIDS and Orphans
Opinion Piece (3/3)
<u>HIV/AIDs speaker?</u>
Ruth et al. <u>Global Perspective</u>. Chap. 9.
Helen Epstein. "The Lost Children of Aids."
Judith Ennew. 2005. "Prisoners of Childhood: Orphans and Economic Dependency" in Jens Qvortrup. <u>Studies in Modern Childhood: Society, Agency, Culture.</u> Palgrave
Vongai Kandiwa. "Caring for African Orphans: A Comparative Review of Existing Institutional Arrangements." Cornell University

UNICEF 2007. "The Impact of Social Cash Transfer on Children with HIV/AIDS: Evidence from Zambia, Malawi and South Africa."
Children's Town: Moses Zulu
http://www.pbs.org/opb/thenewheroes/meet/zulu.html

Recommended:
Liesel Ebersöhn and Irma Eloff . Identifying asset-based trends in sustainable programmes which support vulnerable children. *South African Journal of Education,* Vol 26(3)457–472
"We will bury ourselves: A study of child-headed households on commercial Farms in Zimbabwe." Farm Orphan Support Trust of Zimbabwe, 2002
Save the Children. Children in a World of Aids. 2004
http://www.savethechildren.org/publications/World_of_AIDS_1004.pdf

"Children on the Brink 2004" A Joint Report on Orphan Estimates and Program Strategies, UNICEF and UNAID. http://www.unicef.org/publications/index_22212.html

April 16: Children's Participation
DVD 2096: Children's March
ICRW- children participating in reducing gender violence, promoting education for girls etc
Barry Percy-Smith and Nigel Thomas. 2010. Chaps. 2 & 3. A handbook of children and young people's participation: perspectives from theory and practice. New York: Routledge.
Plan. "Understanding and Evaluating Children's Participation." Introduction, Chapters 1-2
http://www.plan-uk.org/pdfs/literaturereview.pdf
Recommended:
Save the Children. 2003. State of the World's Children 2003. Chapters 1 & 2
Accessible: http://www.unicef.org/sowc03/contents/index.html
Jason Hart. "Children's Participation in Humanitarian Action: Learning from zones of armed conflict." CIDA, 2004.

April 23: Early Marriage & Health
A Walk to Beautiful: http://www.youtube.com/watch?v=3w-fOmovijc
ICRW
Putting Adolescent Mothers on the Development Agenda
http://www.wilsoncenter.org/event/putting-adolescent-mothers-the-development-agenda
Roger Thurow. "The Promise" *The Wall Street Journal*, June 13, 2005.
Save the Children. Children Having Children. State of the World's Mothers 2004.
http://www.savethechildren.org/mothers/report_2004/index.asp
Recommended:
State of the World Children 2008. "Child Survival: Where we Stand" pp. 1-22.
Refugee Law Project. 2008. "Giving out their daughters for their survival' refugee self-reliance, vulnerability, and the paradox of early marriage"

Sajeda Amin and Mary A. Kuenning. 2000. "The Effects of Schooling Incentive Programs in Bangladesh." N. 133.

April 30:
Final Papers Due
No class will be held
RECOMMENDED BOOKS
A selective list

Ansell, Nicola. 2005. Children Youth and Development. Routledge

Boyden and J. de Berry. (Eds.) 2004. Children and Youth on the Front Line: Ethnography, Armed Conflict and Displacement. New York, NY: Berghahn Books.

Hart, J. 2008. Years of Conflict: Adolescence, Political Violence and Displacement. Berghahn books.

Panter-Brick, C. and M. T. Smith. 2000. Abandoned Children. Cambridge University Press,

Peter Singer. 2005. *Children at War*. Pantheon.

Rurevo, Rumbidzai. 2003. Girls on the Street. Harare, Zimbabwe: Weaver Press.

Rachel Hastie. 1997. Disabled Children in a society at war: a Casebook from Bosnia. Oxfam UK and Ireland.

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The American University
School of International Service
International Development Program

Fall 2009-Children in International Development

Student Information Sheet

Full Name: _____

Please state your specific area(s) of research interest related to International Development: If more than one please put them in the order of priority

_____

_____

Any previous research on/work on these issues? Please specify:

_____ _____

_____

What are the topics/questions you wish to explore for the final group project?
Please organize your 3 choices by order of priority, in a separate column, state (world) regions or countries you want to use as case study

TOPIC   **Region/Country**

1. _____   1.
2. _____   2.
3. _____   3.

THANK YOU!