American University
School of International Service
International Development Program

YOUTH AND INTERNATIONAL DEVELOPMENT
SIS-635-006: Fall 2012

Tuesday 5:30pm – 8:00pm
Location: TBA

Instructor: Dr. Loubna Skalli Hanna
Office: SIS 226
Phone: 202-885-1658
Email: hanna@american.edu

Office Hours:
Tuesday   2:00 – 4:00PM
Wednesday   2:00 – 4:00PM
                      For all appointments during office hours, please stop by the ID office to
                      sign up, <u>OR</u> call x1657, <u>OR</u> email
                      appointments.idp@gmail.com

Teaching Assistant:
Please contact, my research assistant Folayemi Agbede fa7223a@american.edu for all
questions related to readings and Blackboard issues.

Course Description & Learning Objectives

The development community, practitioners and policy-makers, recognize today that
peace, prosperity and stability will remain illusive in the current global order if youth,
from both the industrialized and poorer countries, are left out of clear and effective
consideration in inter/national development policies and programs. Youth are seen as
major actors and potential innovators in national and community development as well as
key players in civil society, peace and stability. The potential of youth participation,
however, is severely undermined by poverty, the HIV/AIDS pandemic, violence, crime,
exploitation, forced migration, insecurity, and lack of access to education and health
facilities. Engaging youth in a constructive manner is becoming a development
necessity.

The objective of this interdisciplinary course is to provide students with adequate
theoretical and practical tools for understanding the intersections between youths'
capabilities and concerns and development objectives primarily in developing but also in
industrialized countries. Through an approach that combines theoretical and practical
components, students will examine various:

- *Approaches* to, and treatment of, youth in different societies,
- *Trends* among youth in political engagement and community development,
- *Responses* to new information technologies and participation in the development work, advancement of social justice and peace building
- *Challenge*s youth face with respect to education, employment, health, security and identity concerns.

Learning Outcomes

By the end of the semester, students are expected to have:

1. Developed a sophisticated understanding of different youth-related issues by situating them both in their specific and broader analytical and policy context.
2. Acquired a critical perspective of the changing ideas and debates on young people's role in the development process.
3. Enhanced their ability to analyze youth as international, transnational and national development challenges as well as opportunity; and as both a distinct category of people, but also a disaggregated one, differentiated, for example, by gender, ethnicity religion and class.
4. Built more confidence and skills to participate in social assessment, policy analysis and evaluate development initiatives and research undertakings targeting youth.

Required Reading

A. Ordered Books ($$)
The following 3 books have been ordered for the course and can be purchased from AU bookstore:

1. Joana Wyn and R. White. 2008. Youth and Society: Exploring the Social Dynamics of Youth Experience. Second Edition. Oxford University Press. (Hereafter referred to as Y&S)

2. Rob Salkowitz. 2010. Young World Rising: How Youth Technology and Entrepreneurship are Changing the World from the Bottom Up. Wiley (Hereafter referred to as YWR)

3. Melvin Delgado and Lee Staples. 2008. Youth-Led Community Organizing: Theory and Action. Oxford University Press. (Hereafter referred to as YLCO)

<u>Please remember</u>: In addition to the required books, students are required to reading all articles, book chapters, policy brief and other documents assigned for each session. These readings are scanned, organized in files under the title of each session, and posted on the Black board. For all other readings accessible online, you are responsible for downloading and reading them. If the links provided on the syllabus no longer lead you to the document, please do a web search using the document title as indicated. If all fails, please contact my research assistant.

B. Online Documents

Recommended Readings to download for free

International Labor Organization. 2011. Opportunity in Crisis: Preventing HIV from early adolescence to young adulthood.
> http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---ilo_aids/documents/publication/wcms_155909.pdf

United Nations. 2010. World Program of Action for Youth. Economic and Social Affairs.
> http://www.un.org/esa/socdev/unyin/documents/wpay2010.pdf

United Nations. World Youth Reports. 2010-
> 2010. Youth and Climate Change:
> http://www.un.org/esa/socdev/unyin/documents/wyr10/YouthReport-FINAL-web-single.pdf
> 2007: Youth Transition to Adulthood
> http://www.un.org/esa/socdev/unyin/documents/wyr07_complete.pdf
> 2005: Young People Today and in 2015
> http://www.un.org/esa/socdev/unyin/wyr05.htm

UNFPA. 2008. Generation of Change. State of the World, Youth Supplement
> http://www.unfpa.org/swp/2008/includes/images/pdf_youth/EN-YSWOP08.pdf

UNESCO. "Youth and the Millennium Development Goals: Challenges and
> Opportunities for Implementation." UNESCO
> http://www.un.org/esa/socdev/social/papers/YouthandMDGs.pdf
> http://social.un.org/index/Youth/YouthintheUN/YouthandtheMDGs.aspx

World Bank. 2007. Development and the Next generation.
> http://www.ungei.org/resources/files/359990WDR0complete.pdf

<u>Recommended</u>

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
Journal of Youth Studies
Trends in Youth Development
Youth and Society

2. Web Sites/Sources:

Youth International Foundation: http://www.iyfnet.org/
Education Development Center: http://main.edc.org/about
Education for Employment Foundation:
   http://www.efefoundation.org/homepage.html
The Middle East Youth Initiative/Brookings Institute:
   http://www.shababinclusion.org/
ICRW: Youth Health and Livelihood: www.ICRW.org
Population Council: adolescent girls' livelihood.
   http://popcouncil.org/
USAID/EQUIP3: youth programs and projects
   http://www.equip123.net/equip3/index_new.html
mircoLinks: youth microenterprise and microfinance
   http://www.microlinks.org/ev_en.php?ID=25280_201&ID2=DO_TOPIC
Search Institute: Youth Development Assets
   http://www.search-institute.org/
Eldis- Children and Young People:
   http://www.eldis.org/go/topics/resource-guides/children-and-young-people

Course Requirements & Evaluation

1. Participation and Group Discussions: 20% of the final grade

This is an intensive reading/writing course. Class lectures, reading, group work and discussions are designed to complement and reinforce each other. Students are expected to create a dynamic and intellectually stimulating environment by coming to class prepared to engage with & discuss the materials they are exposed to.
Student discussion groups will be formed early in the semester to increase opportunities for the exchange of opinions/experiences among students. Discussion groups provide a space to reflect on and discuss readings, test your ideas and develop an interest in areas of research you might wish to pursue at a later stage. Discussions within groups will be guided by a set of questions I will provide: each group should be prepared to share their key discussion points with the class and be prepared to answer further questions when they arise. Further, students will be asked to write a 1-page opinion piece to share with class. Guidelines for this will be discussed in class.
Peer evaluation will be used for participation as indicated in guidelines posted on the Blackboard.

2. Two Short Reflection Papers: together they count for 30% of final grade
You are expected to write two take-home reflection essays of no more than four pages long each: double space, font 12. Papers are due on
The first paper is due before class, **September 18** (10% of the grade) and the second is due **October 2** (20% of grade).

Each paper should focus on the topic covered by the reading material during the week of the paper submission (paper 1: *Youth in/and Violent Conflict*. Paper 2: *Employability, Livelihood & Microfinance).* Students should use the paper to critically reflect on one specific issue/question that emerges from the readings. Please do not summarize the authors' ideas but discuss in a concise manner: 1) the pertinence of the issue to youth development; 2) points of agreement and/or discord with the authors; 3) questions/ analytical perspectives that have been left out from the readings. Please remember, it is YOUR individual perspective and analytical voice that matter the most: the quality of your paper depends on this.

Carefully edit your papers before submitting them. All papers should be submitted in hard copy, unless specified otherwise. Since reflection papers are not expected to use outside sources, direct quotes, paraphrases and other references to readings from the syllabus should be in-text.

3. Group Presentations: 20% grade of the final grade
Students will choose early in the semester the session/topic for their group presentation: **dates on the syllabus**. Once groups are formed, students are responsible for coordinating their efforts to give a 20 minutes in-class presentation that answers, in a clear and concise manner, a set of questions I will give them. Each group is expected to prepare a ONE-page handout that outlines the presentation to circulate in class. The use of technology for the presentation is optional. More details of the group presentation will be posted on Blackboard.

4. End of Semester Project: 30% grade of the final grade
Students may choose ONE assignment among the following three options:
1. Paper: Publishable 20-page academic paper: focus on one specific region and one main development-youth related issue.
2. Practicum: each student may choose to engage in one of the following activities
   a. Job shadowing observation and analysis: establish contact with a DC-based NGO and professionals in the area of youth development, invest a minimum of 15 hours (including on-site observation, interviewing, multiple visits, etc). The student will submit a 15-page final report.
   b. Youth Community event: the student will be responsible for all the stages of a youth-related activity, from design, development and implementation to post-activity evaluation report. Activities could include, but are not limited to, on-campus awareness-raising event, panel discussion with minimum of 2 speakers, Video-conferencing with other students/universities from different regions of the world, etc.

A detailed explanation of each of the above assignments will be handed out in the early weeks of the semester. Students are expected to work closely with the professor during every stage of the assignment.

Students should submit a 1-page draft of a proposal **no later than October 25th**. This initial proposal *should include* the following information:

1. The student's final choice of his or her end of the semester assignment.
2. Initial ideas about the topic/region (if paper or brief); description of activity to be organized.
3. The method of research and initial bibliography (if paper or brief); list the NGO(s) and their orientation, the name(s) and contact(s) of professionals, speakers, panelists to be invited.
4. An initial bibliography if applicable.
5. A realistic timeline for the completion of the assignment.

Policies

- 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. 10 points will be subtracted for each day late, unless the delay is fully justified.
- 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. I allow room for change to accommodate the work schedule of potential guest speakers. 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](http://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

Video Broadcast on Facebook from White House: June 17, 2011
"Open for Questions: Youth and International Development"
(47:54 minutes long)

The video reflects the Obama Administration's approach to global youth development. It features USAID Administrator Raj Shah and Kalpen Modi discussing how young people can take the lead alleviating poverty and improving the health and well-being of people around the world. The discussion was attended by young people around the world and panelists took questions from online participants as well.
> http://www.whitehouse.gov/photos-and-video/video/2011/07/07/open-questions-youth-and-international-development

As you watch the video, 1) take note of the questions/issues you find key in the field of youth in/and development; and, 2) write down the questions that were NOT raised but would have liked to ask had you been with the panelists! Please be prepared to share your thoughts in class.

August 28: General Introduction

Joanna Wyn and Rob White. "Youth Development" & "The Concept of Youth" in
Rethinking Youth. Sage Publications.

September 4: Definitions, Transitions and Trajectories

1. Joanna & White. Y&S. chapters 1, 2, 3 and 6.
2. World Bank Report 2007. "Development and the Next Generation": Overview. 1-21

Recommended

Joanna Wyn and Rob White. Chapter 5. Youth Transitions. Rethinking Youth. Sage
   Publications
Cynthia B. Lloyd. 2005. Growing Up Global: The Changing Transitions to Adulthood in
   Developing Countries. *Executive Summary*. National Academy of Sciences.

September 11: Demography and Development: the "Youth Bulge" in Question

1. Leahy Elizabeth, et al. 2007. The Shape of Things to Come: Why Age Structure
Matters to a Safer, More Equitable World. Population Action International. Chapts 1 & 2.
2. Anne Hendrixson. 2004. "The Youth Bulge": Defining the Next Generation of Young
        Men as a Threat to the future." *Publication of the Population and Development
        Program*, N. 19, 2003.
3. Urdal, H. 2006. "Clash of Generations?" *International Studies Quarterly*, 50, 607–629
4. Salkowitz. YWR. Chapter 1

*Recommended***:**
Ragui Assaad and Farzaneh Roudi-Fahimi. 2007. "Youth in the Middle East and
North Africa: Demographic Opportunity or Challenge?

September 18: Youth in/and Violent Conflict
Reflection Paper 1 Due
Claire Ignatowski, UAID

1. USAID. 2010. "Youth Bulges and Conflict". Technical Brief.
2. Barber, B. 2009. "Glimpsing the Complexity of Youth and Political Violence" in
        Adolescents and War: How Youth Deal with Political Violence. Oxford
        University Press.
3. SFCG. 2011. "Engaging Youth in Conflict-affected Areas: An Update on Challenges
        and Successes, and a Roadmap for the Future." Search for Common Ground
        http://www.youthpolicy.org/symposia/wp-content/uploads/Symposium-Summary-
        Report-Engaging_Youth_in_Conflict_Affected_Areas.pdf

3. IRC. 2012. Investing in a Youth Dividend: An analysis of donor strategies. International Rescue Committee

Recommended:
Sommers, M. 2006. "Embracing the Margins: Working with Youth Amidst War and Insecurity" 2006. The Brookings Blum Roundtable
UNDP. 2006. Youth and Violent Conflict: Society and Development in Crisis. Chapters 3 and 5.
Denoeux, G. 2009. "Guide to the Drivers of Violent Extremism."

September 25: Positive Youth Development: Assets and Skills
Group Presentation 1

1. Benson, P. et al. 2006. "Positive Youth Development So Far" Search Institute, Vol. 3, 1.
2. Joanna & White. Y&S. Chapters 2, & 11
3. Salkowitz. YWR. Chapters 2, 3 & 4.

October 2: Employability, Livelihood & Microfinance
Speaker: IYF
Paper 2 Due

1. R. McQuaid & C. Lindsay. 2005 "The Concept of Employability." *Urban Studies* Vol. 42.
2. MCI. 2008. "Youth Microenterprise and Livelihood" "Executive Summary" Lessons from the 2008 Global Youth Conference. Making Cents International. http://www.imaginenations.org/files/MakingCentsInternationalYouthEnterpriseLivelihoods021108.pdf
3. USAID/EQUIP3. 2012. Lessons Learned from Livelihood. Exec Summary: 26 countries https://aumail2.american.edu/fac_staff/hanna.nsf?OpenDatabase&ui=dwa_lite
4. USAID/EQUIP 3. 2012. "Gender in Youth Livelihoods and Workforce Development Programs."

Recommended:
Annabel Erulkar et al. 2006. "Tap and Reposition Youth: Providing Social Support, Savings and Microcredit opportunities for Young Women in Areas with High HIV Prevalence."
Curtain, Richard. "YEN and YES: An Assessment of two Major Initiatives to Promote Youth Employment."
ILO. 2010. "Global Youth Employment Trends: Impact of Financial Crisis on Youth" http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_elm/---trends/documents/publication/wcms_143349.pdf (Introduction-6 pages)

October 09: Entrepreneurship & the Promise of Partnerships
Group Presentation 2

1. YWR. Chapters 2, 3, 4.
2. Reese, W. S., Thorup, C. L., & Gerson, T. K. (2002). What Works in Public/Private
Partnering: Building Alliances for Youth Development. International Youth Foundation
http://iyfnet.org/sites/default/files/WW_Public_Private_Partnerships.pdf
3. Kara-Jane Lombard (2012): Social Entrepreneurship in Youth Culture:
Morganics, Russell Simmons and Emile "XY?" Jansen, Journal for Cultural
Research, 16:1, 1-20

Recommended:
International Youth Foundation. 2009. Final Report Phase I of the entra21 Program.
http://iyfnet.org/sites/default/files/ENTRA21_ExecSumm_Phase1.pdf

October 16:Youth in the City 1: Migration & Urban Challenges
Group Presentation 3

Deckert, Scott H., et al. 2009. "Gangs, Migration, and Crime: The Changing
Landscape in Europe and the USA." *Journal of International Migration and
Integration* November 10.4: 393-408.
Kunkeler, J.h and P. Krijn. 2011. "The Boys Are Coming to Town": Youth, Armed
Conflict and Urban Violence in Developing Countries. IJCV 5(2), pp. 277–291
(2011). Online at: http://ijcv.org/index.php/ijcv/article/view/155/pdf_33
Dana Nurge and M. Shively. 2008 "Victimization, Resistance and Violence: Exploring
the Links between Girls in Gangs" in Globalizing the Streets eds. M. Flynn &
David Brotherton, Columbia University Press.
WOLA. 2011. "Tackling Urban Violence in Latin America: Reversing Exclusion
through Smart Policing and Social Investment."
http://www.wola.org/sites/default/files/downloadable/WOLA_Tackling_Urban_V
iolence_in_Latin_America.pdf

October 23: Youth in the City 2: Identities and Belonging
Group Presentation 4

1. Joanna & White. Y&S. Chapters 8, 12
2. Mclure Richard and M. Sotelo. 2004. "Youth Gangs in Nicaragua: Gang Membership
as Structural Individualization." *Journal of Youth Studies* Vol. 7, 4.
3. Franz, Barbara. 2007. "Europe's Muslim Youth: An Inquiry into the Politics of
Discrimination, Relative Deprivation and Identity Formation" *Mediterranean
Quarterly*, Volume 18, Number 1, Winter: pp. 89-112
4. Flanagan, C. A., et al (2011). Youth civic development: Theorizing a domain with
evidence from different cultural contexts. In C. A. Flanagan & B. D. Christens

(Eds.), Youth civic development: Work at the cutting edge. *New Directions for Child and Adolescent Development*, *134*, 95–109

Recommended:
1.David Brotherton, 2008. "Youth Subcultures, Resistance, and the Street Organization in Late Modern New York" in Globalizing the Streets eds. M. Flynn & David Brotherton, Columbia University Press.
2.Urdal, Henrik and Kristian Hoelscher. 2009. "Urban youth bulges and social disorder: an empirical study of Asian and Sub-Saharan African cities." Policy Research Working Paper 5110. Washington: The World Bank.

October 30: Agents of Change 1 -Youth Leadership and Community Organizing
Group Presentation 5

1.Delgado M. and Lee Staples. Youth-Led Community Organizing. Chapters: 3, 6 & 10
2.Gardner. B. 2008. "Telling Nala's Story: Negotiating the Global Agendas and Local Politics of Maasai Development in Tanzania" in Craig Jeffrey and Jane Dyson, Telling Young lives: Portraits of Global Youth. Temple University Press.

2. Video: Otpor

November 6: Agents of Change 2- Youth Activism and Civic Engagement
Guest Speaker, Ehaab Abdou, the Ana Masri Foundation
Final Project Proposal (Draft 1) Due

1. Delgado M. and Lee Staples. Youth-Led Community Organizing. Chapters: 2 and 5.
2. Ehaab Abdou. 2010. A Practitioner's Guide for Social Entrepreneurship in Egypt and the Arab Region. The American University in Cairo.
3. Bruce Kidd (2011): Cautions, Questions and Opportunities in Sport for Development and Peace, Third World Quarterly, 32:3, 603-609.

Recommended:
S. Ginwright and Jaj James, 2002. "From Assets to agents of change: Social Justice, organizing and youth development." New Directions for Youth Development 96, 27-46

November 13: **Youth, Information Technologies and Social Media**
Guest Speaker

1. Wyn and White. Y&S. Chapter 13.
2. Salkowitz. YWR Chapters 2, 3 and 4
3. Loubna H. Skalli. 2010. "New Modes of Communication: Web Representations and Blogs: North Africa" in *Encyclopedia of Women and Islamic Cultures*.

4. Bennett, L. Civic Life Online: Chapter 1
   http://mitpress.mit.edu/books/full_pdfs/Civic_Life_Online.pdf

Recommended:
1. GLOBAL YOUTH ACTION NETWORK
   http://www.youthlink.org/gyanv5/index.htm

November 20: NO CLASS

November 27: Youth Health/Risk-Taking
Group Presentation 5

1. Wyn, and White. Y&S. Chapter 14.
2. Ailish Byrne. "To Change the Dance You Must Change the Music: Youth
   Programmes in Ethiopia Aimed at HIV/AIDS"
3. UNICEF. 2011. *Opportunity in Crisis: Preventing HIV from early adolescence to
   young Adulthood*

December 4:
Student Presentations

Submission of your final paper/project report no later than **December 11, 2012.**

The American University
School of International Service
International Development Program

Fall 20011-Youth 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!