Global Issues of Children at Risk  
Social Work 585, Section 001  
Political Science 379R, Section 002  
Winter 2011 Syllabus

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Student Consultation Hours: T & Th 3-5 p.m; also by appointment

COURSE DESCRIPTION:

This course addresses the major challenges faced by children and their families globally. These include poverty, malnutrition, poor health care and education, gender-based discrimination, child labor and exploitation, the orphan crisis, children as child soldiers and refugees, etc. Each content area will cover incidence, political, social and cultural interplay, current response, and recommended future strategy. This course has been designated as a service-learning course; and has a hands-on component working with children in the Wasatch Front area who are challenged by one or more of the challenges addressed in the course. This multi-disciplinary course will provide a global perspective on the challenges children and their families face throughout the world, and prepare the student for further study or advocacy in specific areas of concern.

COURSE OBJECTIVES:

1. The student will gain basic information regarding the current condition of children globally---their challenges and resources.
2. The student will learn of the global community’s acknowledged and unacknowledged obligations to assist the most vulnerable of its children.
3. The student will become familiar with the international, regional and national policies in place to address some of the most difficult challenges.
4. The student will incorporate a family-based framework into addressing the challenges faced by children, focusing on solutions which emphasize the strengthening of families as a priority.
5. The student will appreciate the complex nature of the interplay between economic, political and cultural aspects of the global and national communities which produce, and must be considered in addressing, the problems and challenges that arise out of such interplay.
6. The student will have a hands-on service experience locally which will illuminate the challenges faced by children globally.
7. The student will be able to produce a term paper in which he or she will thoroughly explore one topic in depth and present a summary to the entire class. This paper must be of a quality for publication and presentation at a professional conference.
COURSE REQUIREMENTS AND GRADING:

Final grades for the course will be based upon a percentage of total points

- Professionalism* 5%
- Midterm Exam 35%
- Service Learning Hours and Paper (2-3 pgs) 10%
- Semester Paper 50%

* Professionalism refers to a student’s attendance, promptness, preparedness, level of meaningful participation, respect for others in the classroom, and an affirmative attitude of learning. This grade is partially subjective.

REQUIRED TEXT & Readings

- Materials posted on Blackboard
- Handouts (hard or electronic forms) as provided from time to time
- Links and websites as provided in the syllabus

CLASS SCHEDULE (subject to minor changes)

Unless otherwise instructed, all reading and research must be done BEFORE class—the class lecture and discussion will be based on the presumption that you have read the material. We will always be short on time, so please prepare well for each class.

Jan 6: Global Context of Children’s Issues

Your Preparation:
- Quickly preview the Millennium Declaration found at http://www.un.org/millennium/declaration/ares552e.pdf.
- Read about Millennium Development Goals (MDGs) at http://www.undp.org/mdg/basics.shtml. While you are there, also click on Goals, Targets and Indicators and read through them. Note those that apply directly to families and children.

Class lecture/Discussion
- Intro to class
- In-class viewing of documentaries related to the Millennium Development Goals:
  - GOOD: The U.N. Millennium Development Declarations http://www.youtube.com/watch?v=vddX4n30sXY
  - Achieving the Millennium Development Goals: http://www.youtube.com/watch?v=ReRx12QUv54
  - Review of MDGs 1-8.
• Davos Annual Meeting 2010: Meeting the Millennium Development Goals. [Link]

**Jan 13: Children’s Rights: Protection or Abandonment?**

*Your Preparation:* Come to class ready to debate pros and cons of the CRC. To do this, you will need to read:

- “Convention on the Rights of Children” and “Universal Declaration of Human Rights” found at [www.childpolicyintl.org](http://www.childpolicyintl.org). (link to conventions & treaties, then to U.N.) (Bring a copy of the CRC to class; can be electronic)
- Review the Proclamation on the Family found at [www.lds.org](http://www.lds.org) (Bring copy to class)
- Q & A, Myths re CRC: [http://childrightscampaign.org/crcfacts.htm](http://childrightscampaign.org/crcfacts.htm)

**Class Activity:** Compare and contrast the CRC and Family Proclamation.

**Lecture/Discussion:** Why should (not) the U.S. ratify the CRC?

**Material of Interest:** Celebrating 20 Years of the Convention on the Rights of the Child. UNICEF, 2009. [Link]


**Jan 20: Poverty, Globalization, and Impact on Families**

On Blackboard:

**In-class activity:** A documentary on microcredit, followed by discussion
OR guest speaker on the micro-enterprise movement

**Jan 27: Maternal and Child Health and Nutrition**
- Caring for Children = Caring for Women at [http://www.unicef.org/sowc01/2-1.htm](http://www.unicef.org/sowc01/2-1.htm).
- **UNICEF** (2001). Choices to be made. The State of the World’s Children: Early Childhood, at [http://www.unicef.org/sowc01/1-1.htm](http://www.unicef.org/sowc01/1-1.htm). Click on Choices to be Made, and read the next three screens and Panel 1 at the end of the last screen.

On Blackboard:

Guest speaker: Dr. Len Novilla (MD, MPH), Dept of Health, BYU

**Feb 3: Education for All Children**
- 2004 UNICEF’s The State of the World’s Children 2004, pg.1-89. (skim) Also available at: [http://www.unicef.org/publications/index_18108.html](http://www.unicef.org/publications/index_18108.html). This is a fabulous document, with many interesting studies and boxes. Read as much as
you can, but bring three ideas that you will share with the class—what you learned, how you feel as a result of reading, what you think will work or won’t work.


On Blackboard:


**Feb 10: Child Labor**


On Blackboard:


**Feb 17: Children in the Sex Trade**

- Read UNICEF information at: [http://unicef.org/protection/index_exploitation.html](http://unicef.org/protection/index_exploitation.html)
- Visit the ECPAT website at [www.ecpat.net](http://www.ecpat.net). This is the leading NGO.
On Blackboard:

- **Bales, K.** (1999). Thailand: Because She Looks Like a Child, from *Disposable People*, Los Angeles, Univ. of CA Press, pg. 34-79
- Optional Protocol to the CRC on the sale of children

In-class film: “Sacrifice”; class discussion

**Feb 24: U.S. Policy on Human Trafficking**

On Blackboard:

- Selected Provisions of **22 USCS §7101-1705** (Traffic Victims Protection Act, 2002)

In class: Instructor Presentation; review for midterm

**MIDTERM Exam** to be given at the Testing Center, Feb. 25-March 2.

**March 3: Children and Conflict: Child Soldiers & Refugee children**

- Read UNICEF information at: [http://unicef.org/protection/index_armedconflict.html](http://unicef.org/protection/index_armedconflict.html)

On Blackboard:


In-class film: **The Soldier Child**, and discussion
March 10 (first half): Gender-based Abuse & Discrimination

- Read SWC 2007, Ch. 2 Inequality in the Household
- Read UNICEF information at:
  - http://unicef.org/protection/index_earlymarriage.html
  - http://unicef.org/protection/index_genitalmutilation.html
- Also visit the World Health Organization website (read fact sheet)
  (http://www.who.int/health_topics/female_genital_mutilation) about female circumcision.
- Watch short video at http://www.unicef.org/sowc07/profiles/1_doly.php

On Blackboard:

Optional recommended reading

In-class film: China’s Lost Girls (with 20/20’s Lisa Ling)

March 10 (second half): Street Children

- Who are street children, and how many are there? Visit:
- U.N. Resolution on Street Children Available at:

On Blackboard:


• **Human Rights Watch** (1996), NGO Initiatives to Address Police abuse of street children, 60-66

**Recommended optional readings (not on Blackboard)**

• Street children. *New Internationalist* volume 377 (2005). This volume has a number of life story and personal experiences of children who live on the streets in various continents of the world.


**March 17: Orphans and Vulnerable Children (OVCs)**


• Read UNICEF information at: [http://unicef.org/protection/index_orphans.html](http://unicef.org/protection/index_orphans.html)


• Assistance to Orphans and Vulnerable Children in Developing Countries Act at: [http://thomas.loc.gov/cgi-bin/query/F?c108:1:./temp/~c108Vcv7Hj:e7436](http://thomas.loc.gov/cgi-bin/query/F?c108:1:./temp/~c108Vcv7Hj:e7436)

**On Blackboard:**


• **Roby, J. & Eddlemen, N.** (2007): When She is Gone: The child placement plans and options of Mozambican mothers with terminal illness.

**Optional (not on Blackboard):**


• **Foster** (2000). The capacity of the extended family safety net for orphans in Africa. *Psychology, Health & Medicine, 5*(1), 55-62.


**March 24: Foster care and Adoption**


**On Blackboard:**


In-class film “**First Person Plural**” and discussion

**March 31 & April 7: Student Presentations** (15-20 minutes each paper)

**April 15, by 5 p.m.** Papers due! **NOTE:** Date and time of receipt is when I have actually received it in my box (not under the door) in the social work office (2190 JFSB), or by email. Please be mindful that sometimes email takes a long time, or is not received at all. It is imperative that you take this into consideration. I will not be responsible for unreliable or untimely delivery of email.
Important Notices!!!

Academic Honesty
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that “character is the highest aim of education” (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. It is the student’s obligation to request academic adjustments to accommodate a disability and to assist the university through an interactive process to identify appropriate and effective academic accommodations. Disabled students needing and desiring an accommodation in the classroom or other school-related activity should contact the University Accessibility Center (UAC), 1520 WSC, Telephone 801-422-2767. UAC personnel will document the disability and determine appropriate accommodations.