Social Work 585 & Poli Sci 379R (001)
Winter Semester 2013
Section 1: 2198 JFSB on Mondays at 04:00 pm - 06:30 pm

Instructor: Jini Roby, Professor
Office: 2166 JFSB
Office Hours: T Th 2-4 pm or by appointment

Office Phone: 801-422-5085
Email: jiniroby@byu.edu

Texts & Materials

Required—No textbook is required! 😊

- Materials Posted on Learning Suite
- Handouts (hard or electronic forms) as provided from time to time
- Links and Websites as provided in the syllabus

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 is explored in an ecological framework of interactive systems between individuals, groups, nations and the global society, with the family playing a pivotal role in the well-being of children. Current dynamics, political, social and cultural interplay, current response, and recommended future strategy will be discussed in related topic areas. This course is a service-learning course; and has a hands-on component working with children in the Wasatch Front area who deal with one or more of the challenges addressed in the course. This multi-disciplinary course is designed to prepare the student for further study in international development in fields such as social work, sociology, law, political science, non-profit management, family studies, women's studies, policy development, consulting, community development, or health sciences.

Learning Outcomes

Throughout the course the student will:
1. gain basic information regarding the current condition of children globally---their challenges and resources;
2. learn of the global community's acknowledged and unacknowledged obligations to assist the most vulnerable of its children;
3. become familiar with the international, regional, and national policies and efforts in place to address some of the most difficult challenges;
4. 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. 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. have a hands-on service experience locally which will illuminate the challenges faced by children globally;
7. 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; and
8. be tested the objective knowledge of the student on the topic areas.

Program Outcomes

Each program at BYU has developed a set of expected student learning outcomes. For the School of Social Work these include the 10 Core Competencies (Educational Policies 2.1.1 - 2.1.10) required by the Council on Social Work Education (CSWE) as well as the four aims of a BYU Education. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the program go to http://learningoutcomes.byu.edu and click on the College of Family, Home and Social Sciences and then the School of Social Work. We welcome feedback.
Teaching Philosophy
My philosophy about teaching is that you, the student, and I, the teacher, are in a partnership to help you learn. For the ideal outcome, I must be prepared to do my part for each class, and you must do your part. I have high expectations of myself as a teacher but also plan to enjoy getting to know you and seeing you grow through hard work. I commit to work hard, too, and also help you achieve your best. And I hope we will have fun together!

Participation and Professionalism
Each student is encouraged to read ahead of class and participate in class discussion. The class lecture/discussion will be based on the assumption that the student has already read the materials for that day. While the amount of speaking in class is not always the major indicator of classroom participation, I do appreciate a lively dialogue and proactive engagement. 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.

Point Breakdown

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>5</td>
</tr>
<tr>
<td>Midterm</td>
<td>35</td>
</tr>
<tr>
<td>Service Learning Hours and Paper (2-3 pages)</td>
<td>10</td>
</tr>
<tr>
<td>Semester Paper</td>
<td>50</td>
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<tr>
<td><strong>Total Percent</strong></td>
<td><strong>100</strong></td>
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Grading Scale

<table>
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<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
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<td>D-</td>
<td>60-62</td>
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<td>E</td>
<td>59 and lower</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>M - Jan 7</td>
<td>Global Context of Children's Issues</td>
<td>-Quickly preview the Millennium Declaration found at <a href="http://www.un.org/millennium/declaration/ares552e.pdf">http://www.un.org/millennium/declaration/ares552e.pdf</a></td>
</tr>
<tr>
<td></td>
<td>-Intro to class</td>
<td>-Read about the Millennium Declaration Goals (MDGs) at <a href="http://www.undp.org/mdi/g/basics.shtml">http://www.undp.org/mdi/g/basics.shtml</a></td>
</tr>
<tr>
<td></td>
<td>-In-class viewing of documentaries related to the Millennium Development Goals:</td>
<td>While you are there, also click on Goals, Targets and Indicators and read through them. Note those that apply directly to families and children.</td>
</tr>
</tbody>
</table>
b. Achieving the Millennium Development Goals:  
http://www.youtube.com/watch?v=ReRx12Ouy54 (7 mins)  
c. Review of MDGs 1-8.  
http://www.youtube.com/watch?v=8wjJRqntpeE&feature=related. (1 hr)


- Q & A, Myths re CRC: http://childrightscampaign.org/crcfacts.htm


M - Jan 14

Children's Rights: Protection or Abandonment?  
Class Activity: Compare and contrast the CRC and Family Proclamation
Lecture/Discussion: Why should (not) the U.S. ratify the CRC?

- “Convention on the Rights of Children” and “Universal Declaration of Human Rights” found at 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 (Bring copy to class)


Booklet for teachers in India—excellent resource!

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**Jan. 21**

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**Jan. 28**

Maternal and Child Health and Nutrition

- Guest speaker possible
- Poverty, Globalization, and Impact on Families
- In-class activity: A documentary on microcredit, followed by discussion OR guest speaker on the micro-enterprise movement

- View "Saving Mothers: A Labour of Love at [http://www.youtube.com/watch?v=zLkWa2mt_mw&ampp:feature=related](http://www.youtube.com/watch?v=zLkWa2mt_mw&ampp:feature=related) (7 mins)
- View "Child Survival in Burundi" at [http://www.youtube.com/watch?v=4PPuXi0aY6U](http://www.youtube.com/watch?v=4PPuXi0aY6U) (6 mins)

- Visit the WHO Webpage ( [http://wwwnc.cdc.gov/travel](http://wwwnc.cdc.gov/travel) ) and look for the health indicators for your country of choice

Blackboard:

On Blackboard:
Poverty & Globalization, Cont'd

Education for All Children

- Read UNDP information at:

- Effects of poverty in early childhood:
  http://www.unicef.org/sowc01/2-3.htm

On Blackboard:

- Watch short video:
  http://www.unicef.org/sowc07/profiles/3_fatna.php

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.

- See the situation with vulnerable children & education at UNESCO website:

On Blackboard:

M - Feb 11

**Child Labor**

Watch the BBC series on the cocoa trade (5 parts, 50 mins)
http://www.youtube.com/watch?v=LD85fPzLUjo
http://www.youtube.com/watch?v=75E54D4z3fl&feature=related
http://www.youtube.com/watch?v=VB4CqfGdBZw&feature=related
http://www.youtube.com/watch?v=ZvKdIDCiGTM&feature=related
http://www.youtube.com/watch?v=3sgqa-Ohwzs&feature=related

Discussion and Lecture

- Read ILO (International Labor Organization) information at: http://www.ilo.org/ipec/index.htm

On Blackboard:

M - Feb 18 Presidents' Day Holiday

Class to be held tomorrow evening

T - Feb 19 **Children in the Sex Trade**

- Read UNICEF information at:
**In-class film: "Sacrifice"; class discussion**

- 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

**M - Feb 25**

**US Policy on Human Trafficking**
- Instructor Presentation
- Review for Midterm

**Midterm Exam to be given in the Testing Center, Feb 28-March 5th**

**Children and Conflict: Child Soldiers & Refugee Children**
- In-class film: *The Soldier Child*
- Class discussion

**On Blackboard:**

**M - Mar 4**

**Gender-based abuse & discrimination**
- Read UNICEF information at: [http://unicef.org/protection/index_exploitation.html](http://unicef.org/protection/index_exploitation.html)

**On Blackboard:**

**M - Mar 11**

**(first half) Gender-based Abuse & Discrimination**
- In-class film: China's Lost Girls (with 20/20's Lisa Ling)

**(second half) Street Children**
- Read State of the Worlds Children 2007, Ch 2 Inequality in the Household at
- Read UNICEF information at:
  - [http://unicef.org/protection/index_earlymarriage.html](http://unicef.org/protection/index_earlymarriage.html)
  - [http://unicef.org/protection/index_genitalmutilation.html](http://unicef.org/protection/index_genitalmutilation.html)
- Also visit the World Health Organization website (read fact sheet) about female circumcision ([http://www.who.int/health_topics/female_genital_mutilation](http://www.who.int/health_topics/female_genital_mutilation))

**On Blackboard:**
- Hedge, R.S. (1999). Marking bodies, reproducing
violence a feminist reading of female infanticide in South India. *Violence Against Women*, 5 (5), 507


Optional Recommended Reading:

**Street Children:**
- Who are street children, and how many are there? Visit: http://www.streetfriends.org/CONTENT/backgrou nd/what_are_sc.html

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 stories and personal experiences of children who live on the streets in various continents of the world.

**M - Mar 18**

Orphans and Vulnerable Children (OVCs)

- Read UNICEF information at: http://www.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

On Blackboard:
Optional (not on Blackboard):

**Foster Care and Adoption**

-In-class film: "First Person Plural" and discussion

M - Mar 25

-Also Peruse: http://travel.state.gov/family/adoption/convention/convention_2300.html

On Blackboard:
- Roby, J. (2007) From rhetoric to best practice: Children's rights in intercountry adoptions. 27 Children's Legal Rights Journal, 48-71 (ABA Center on Children & the Law, Loyola University Chicago School of Law)

M - Apr 1 **Student Presentations** (15-20 minutes each)

M - Apr 8 **Student Presentations** (15-20 minutes each)

W - Apr 15 Review and wrap up;
Term Paper due by 5 p.m. today (upload to Learning Suite)

**Librarian Information**

Name: Barbaraella Frazier
Office: 1222 HBLL
Phone Number: 422-6346
Email: b_frazier@byu.edu

**Reference Desk Information**

Name: Social Sciences / Education
Phone Number: 422-6228
Email: No library information available
Hours: M-Th: 8am-9pm; F: 8am-6pm; Sat: 10am-6pm
BYU 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 Discrimination and 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. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Personal Choice in Class Participation

If, for any reason, you are not comfortable with, or choose not to participate in, a particular class activity or discussion, you are not required to do so. You may remain in the room, or leave the classroom, as you see fit, but please see the instructor following the class to make sure you receive information relevant to your learning.