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Office Hours: T/Th 2-4 pm or by appointment

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Email: jini.roby@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 multidisciplinary 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

As a result of taking 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 on the expected student learning outcomes. Any comments or suggestions you have can be sent to FHSS@byu.edu.

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

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Grading Scale

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COURSE SCHEDULE

Jan 6
Main Topic: Global Context of Children's Issues

- 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 (3 mins)
  Achieving the Millennium Development Goals:
  http://www.youtube.com/watch?v=ReRl2QUv54 (7 mins)
  Review of MDGs 1-8.

Student Preparation
  - Preview the Millennium Declaration found at
Download the list of MDG goals and indicators here: 

See the latest MDG Report (2013) here: 

Read about Human Development Index at 

**Jan 13**

Main Topic: Children's Rights: Protection or Abandonment?

-Class Activity: Compare and contrast the CRC and the Family Proclamation

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

**Preparation**

- “Convention on the Rights of Children” found at 


- Review the Proclamation on the Family found at [www.lds.org](http://www.lds.org) (Bring copy to class)


- The march of international conventions: see the status codes at the bottom of the chart: Signature, R/A/Su, Type, etc. [http://www.hcch.net/index_en.php?act=conventions.status&cid=69#nonmem](http://www.hcch.net/index_en.php?act=conventions.status&cid=69#nonmem)


- Booklet for teachers in India—excellent resource!

**Jan 20**—No Class (Martin Luther King Jr. Day)

**Jan 27**

Main Topic: Maternal and Child Survival, Health and Nutrition

-Guest speaker possible and/or documentary

**Preparation:**

- View ”A Path to Safe Motherhood” at [http://www.youtube.com/watch?v=gnov7om3B1Q&am p;feature=related](http://www.youtube.com/watch?v=gnov7om3B1Q&feature=related) (3 mins)

- View “Saving Mothers: A Labour of Love at [http://www.youtube.com/watch?v=zLkWa2mt_mw&am p;feature=related](http://www.youtube.com/watch?v=zLkWa2mt_mw&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://www.who.int/countries/en/](http://www.who.int/countries/en/)) and look for the health indicators for your country of choice

Feb 3
Education for all children

Preparation:
- Watch short video: http://www.unicef.org/sowc07/profiles/3 FATNA.html
- 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. 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.

Feb 10
Main topic: Child Labor

Preparation:
- Read ILO (International Labor Organization) information at: http://www.iolo.org/ipec/index.htm
  o Click on and read Global Estimates and Trends 2000-2012
- Read the Brasilia Declaration on Child Labor (Oct. 2013) at http://childlabour2013.org/the-brasilia-declaration-on-child-labour/ Very important!

Feb 17 No class--Class will be held tomorrow night due to holiday

Feb 18 (Tuesday)
Main Topic: Children in the sex trade—at home and abroad
- In class film (“Sacrifice”) & discussion; lecture/guest speaker
Preparation
- Visit the ECPAT website at www.ecpat.net.
- Read short story: http://www.unicef.org/sowc07/profiles/7_coco.php

Feb 24
Main Topic: Human Trafficking: Policy and victim protection in the U.S.; Review for midterm exam

Preparation
- Selected Provisions of 22 USCS 7101-1705 (Traffic Victims Protection Act, 2002)
- Visit the Polaris Project website and click on “Human Trafficking” http://www.polarisproject.org/; plus you might want to read ‘Recognizing the Signs” and about the ‘assessment tools’ and ‘tools for service providers’.
- Possible showing of “Playground” film on DMST

Midterm Exam will be given at the Testing Center from Feb. 25 to Mar 1.

March 3
Main Topic: Children and Conflict: Child soldiers and Refugee Children
- Film “The Soldier Child” and discussion

Preparation
- Read the Mid-Year 2013 Trends. Note the categories of people included as “Persons of Concern” by the UNHCR. http://www.unhcr.org/52af08d26.html
- Visit UNHCR: There are currently several areas of extreme conflict in the world:
  - Africa in general: http://www.unhcr.org/pages/4a02d7fd6.html

Mar 10
Main Topics: Gender-based Discrimination; Street Children

Preparation for Gender-based Discrimination
Visit the World Health Organization summary about female circumcision.  
http://www.who.int/mediacentre/factsheets/fs241/en/

Watch short video at  http://www.unicef.org/sowc07/profiles/1_doly.php


Preparation for Street Children

Who are street children, and how many are there? Visit: Consortium for Street Children at  http://www.streetchildren.org.uk/_uploads/resources/Street_Children_Stats_FINAL.pdf  


Recommended optional readings (not on Blackboard):

Street children.  New Internationalist Vol. 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.


March 17  
Main Topic: Orphans and Vulnerable Children  
Lecture and presentation

Preparation

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


March 24  
Main Topic: Alternative Care for Children  
Film: “First Person Plural”
Preparation:

- **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)
- The practice of “re-homing” unwanted adopted children: [http://www.reuters.com/investigates/adoption/#article/part2](http://www.reuters.com/investigates/adoption/#article/part2)

**March 31**

Student Presentations (15-20 mins each)

**April 7**

Student Presentations (15-20 mins each)

**April 14**

Wrap up and Review; **Term paper due by 5 p.m. today** (uploaded to Learning Suite)