

Syllabus for PSYC 240C: Special Topics course on Children and War

“All wars, disastrous or victorious, are waged against children.” – Eglantyne Jebb, Founder, Save the Children

This course reviews child development in the midst of large-scale human conflict. It reviews children's lives during the pre-conflict, conflict, and post-conflict phases of war, with a focus on psychosocial contexts of child mortality, survival and well-being. Challenges to survival are examined to better understand risk, vulnerability, and resilience in child development.

War affects all aspects of children's lives, and many disciplines contribute to our understanding of war-affected children; this course therefore necessarily incorporates perspectives from the disciplines of child development, health, group relations, humanitarian assistance, human rights, social psychology, geography, cultural anthropology, social welfare, humanitarian assistance, and peace and conflict studies. Solutions and assistance are emphasized, reviewing interventions and peacebuilding solutions that address children's needs, rights, and livelihoods. The functions of child protection programs, NGOs, mental health and psychosocial support, education, and community-based initiatives are critically examined for their effectiveness and outcomes.

Discussion and activities focus on children in our world's current conflicts. The Syrian crisis is a major focus, since it is currently the world's worst war. There are others: Yemen, northeastern Nigeria and South Sudan are in serious violent conflict, and the Congo and Somalia are also caught up in periodic violence. The effects of protracted and intractable conflict are examined in the context of the Israeli-Palestinian conflict. Class discussion will also look at the exciting involvement of children and youth in the ongoing peace process in Colombia.

Assignments include quizzes, exams, essays on documentary films. Also this year students will select topic on war-affected children to study in-depth. Students will then plan, propose and develop action plans that address the plight of these children and suggest effective assistance. They will formulate presentations and web sites on their topics.

Students are forewarned and advised that this course involves studies and activities that will be uncomfortable, shocking, and even horrific. In addition to the course readings and activities, students view images and films of children in situations related to conflict. Injury, suffering, illness, death, abject poverty, and gender-based violence are portrayed in narrative, imagery and dialog. Students may also directly hear about or even observe such material directly from children in the Connect project. **Students who are unwilling or unable to be exposed to such material should not enroll in this course.**

This course is dedicated to the memory of Alan Kurdi and his family.

Instructional objectives:

- Students will be introduced to the contexts in which war-affected children survive and die.
- Students will be introduced to research methods used to assess protection needs in crises.
- Students will be introduced to the core principles, standards and guidelines of humanitarian action for child protection in emergencies (CPIE).
- Students will be introduced to the Convention on the Rights of the Child, The Paris Principles, and international standards for child protection.
- Students will be introduced to practices that promote peace and well-being in children's lives.
- Students will be introduced to mental health and psychosocial support services (MHPSS).
- Students will be introduced to concepts and research in post-conflict healing and peacebuilding.
- Students will create quality proposals, presentations and web sites on a topic of their choice.

Instructor:

David A. "Tony" Hoffman, Ph.D. email: thoffma@ucsc.edu, tony.hoffman@aub.edu.lb
mobile: 961 76 819 585 office: Jesup first floor room 107C (across from the copy machine)
office hours: Wednesdays 1:30 to 4PM. Other times by appointment.¹

Class times and locations:

Mondays, 3:30 to 6PM, Nicely Hall 414.

Reading and study materials: Readings, study guides, handouts and other materials for this course are listed in the schedule below. They are posted on Tony's web site <http://www.tonyhoffmanucsc.net/> (the username is "student" and the password is "resilience").

¹ Tony is flexible in making appointments; students who want to have individual appointments are strongly advised to make appointments with him whenever needed.

Course management system:

AUB Moodle; all assignments and scores will be posted on this class portal.

FB page:

The class has a FB page that students should check for announcements and shared materials. It is to be used for class discussion, chat, blogging and announcements. This is a great way for the class to communicate, discuss and share ideas, thoughts, materials, links, documents and more. (The fine print: This site is to be open to all students in the class, and is to be used for class-related activities and materials only. Appropriate respectful use of this class site is expected, as per honor code below and the AUB student Code of Conduct.)

Documentary Films:

This course is accompanied by a documentary film series (some of which were filmed at great risk to the photojournalists involved). The films will be made available for group checkout. Students are assigned short essays on these films; essay prompts are provided at the end of this syllabus.

Assignments, required activities, evaluations and grades:

- active participation in class discussion including attendance (100 points),
 - a conflict summary (25 points),
 - four film essays (25 points each),
 - three examinations (100 points each),
 - a quality collection of research materials on an approved topic, organised into a DropBox folder (100 points),
 - a visual (25 points) and oral (25 points) presentation on this topic, and
 - an informational web site on this topic (100 points).
- Extra assignments may arise. Tony reserves the option to flood students with extra assignments, including announced or unannounced quizzes.

Evaluations and grades:

Evaluations will be based on both completion (quantity) and execution (quality) of all activities. All essays are to be completed using current APA writing guidelines. Evaluations of students will also be based on timeliness. Due dates are fixed as per the class schedule below. Out of fairness to other students, there will be no make-up exams (early or late) except in cases of documented serious illness or emergency (any exceptions must be discussed with Tony as soon as illness or emergency arise).

Final grades will adhere to the AUB grading system (as described in its memo "ACADEMIC RULES AND REGULATIONS OF THE FACULTY OF ARTS AND SCIENCES CONCERNING (1) Grading System") based on rankings and ratings of the work done in the class (which is only partially based on the points earned). Although much of the assessment will be criteria-based points, the overall course grade will be normalized to 78. Approximate course grades, based on a mean of 78, will be reported on Moodle when possible.

Disability accommodations:

Tony and all members of this class strive to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to a disability (including mental health, chronic or temporary medical conditions), please inform Tony (preferably during his office hours in the first week of the semester) so that we can discuss accommodation for your learning in this class. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you are also encouraged to contact the Accessible Education Office at accessibility@aub.edu.lb.

Please note that Tony needs accommodations himself for a mild but persistent hearing loss. Background noise makes his hearing worse. Please speak clearly with him with sufficient volume so he can understand you.

Non-Discrimination

Tony is committed to facilitating a class experience free of all forms of discrimination including sex/gender-based harassment. (by the way: AUB's non-discrimination policy applies to and protects all students, faculty, and staff - that means you and Tony! If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Tony can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. To report an incident, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online at www.aub.ethicspoint.com).

This class is located in an academic honor zone:

This class is a community of learners. You are asked to honor, respect, and facilitate the learning of all students. You should come to class prepared with the assigned readings completed. Please help class routines

and procedures run smoothly. It is expected that you will engage in activities that help others learn. This includes using constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

Students are expected to do nothing to harm the educational experience of other students in the class. This expectation applies to appropriate behavior during class: arriving on time for class, avoiding unnecessary disruptions, etc. You should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to text, email, or use your cell phone. If you will be taking notes using your laptop, please do not use the laptop to answer email or to surf the web; we will periodically check the content of your screens.

Collaborative and group learning is encouraged in this course. However, all work submitted in this course must be your own and produced exclusively for this course. Tony assumes all students are familiar with the AUB Student Code of Conduct, particularly as it pertains to student attendance, behavior, and issues of plagiarism. This is a policy the class will strictly adhere to. Class disruptions and Cheating on exams will result in failure and dismissal from the class. As in all AUB classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. If you have any questions about academic honesty issues as they pertain to this course, you should consult with Tony before completing any course requirements.

Save and back up your work for this class (and all your classes)! As with all AUB courses, you are responsible for archiving your papers, exams, and other materials in this course. It is expected that you will copy or back up all your course work. If material is misplaced, you must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse you from producing required work.

Tentative Class Schedule

Monday September 4

Class introduction: what is war? children in conflicts around the world • definitions and terms • psychosocial contexts of child survival • the AUB-Kayany Connect

Reading: Terms&Definitions handout, PsychosocialDefinition handout, CPiE Emergency def, SyriaTheStoryOfTheConflict, It'sASlowDeath (also at [NYTimes.com](http://www.nytimes.com): 'It's a Slow Death': The World's Worst Humanitarian Crisis"), and watch: <http://www.bbc.com/news/world-africa-13809501> (Including "Boko Haram in 60 seconds"), IRIN on Boko Haram 2017, IraqUnbearableReality2017

Friday September 8: first conflict essay due

Monday September 11

How children understand war and peace • The cycle of war: poverty and infrastructure decline • How to kill children: starvation, contagion, & injury • Death and mortality: who dies? who survives?

Reading: Wessells2016overview, InvisibleWounds, McLernonCairns2001, GlobalFoodPolicyRptCh7, Roberst2006 (abstract, figures, tables), UNICEFYemeniChildrenDying, IraqDeathToll, IraqFamHlthSurv (abstract only), CasualtiesOfTheIraqWar (skim narrative and charts), <https://www.irinnews.org/maps-and-graphics/2016/07/25/how-syrians-are-being-killed>

Friday September 15: first film essay due

Monday September 18

War technologies and tactics affecting children: small arms, cluster bombs and land mines • Siege, chemical weapons and torture • the new terrorism: attacks on schools • the six grave violations

Reading: landminesSTC (pp. 1-24), ExplosiveWeaponsGraveViolations (skim), ExplosiveWeaponsDevastatingImpact, SlowDeathSyriaUnderSiege (pp. 1-25), ConventionAntiPersonnel, SAMSNewNormal (executive summary), AttacksonEducation, EducationUnderAttack (exec summary only)

Friday September 22: second film essay due

Monday September 25

Sexual and gender-based violence (SGBV) • the UN's stop Rape Now campaign • children born of war

Reading: CPiE GBV, RapeMotivesMilitia, ForcedMothersNUGanda, RapeInLiberia, StarkPrevalenceViolenceAgainstGirls, GBVSyriansInLebanon, SurvivingSexualViolenceCongo

tentative: Friday afternoon September 29: Exam 1 time and place to be announced

Monday October 2 (tentative: no class?)

The cycle of war: flight, displacement & forced migration • abandoned, orphaned & unaccompanied children • family tracing • exploitation of refugee children • rapid assessment for CPiE

Reading: TheLostOnes pp.1-35, WTUD Ch3 ("running scared"), AlternativeCareToolkit (guidelines: pp. 21-24), KostelnyOndoro2016, ChildLabourSyriansSTC2015

Friday October 6: third film essay due

Monday October 9 * final project topics due *

Intractable and protracted conflict • children in the Israeli-Palestinian dilemma • domicile

Reading: HumNeedsOPT2016 (skim), RouhanaBarTall1998, CopingStylesPalestinian2013, PalestiniansWhoAreResilient, PunamakiPuhakka1997, QoutaPunamaki2010

Friday October 13: fourth film essay due

Monday October 16

“Child soldiers”: killers, troublemakers, or victims? • CAFF (or CAFFAG) • girls in fighting forces • children and terrorism

Reading: TheBoysFromBaga (also at <https://www.nytimes.com/2017/the-boys-from-baga>), Wessells2006, WTUD Ch4 (“girlhoods stolen”), ISISrecruitHorgan, Sharmeen Obaid’s TedTalk: “Inside A School For Suicide Bombers”, ParisCommitments, Kohrt2016

Monday October 23

Core principles of humanitarian response • Do No Harm • child protection (CP) and the rings of protection • the UNHCR framework for CP • child protection in emergencies (CPiE)

Reading: CPiE CorePrinciples, CPiEPrincipalEffectsOfEmerg, WessellsDoNoHarm, WTUD Ch10, WTUD Ch1, SaveCPiE (pp. 5-36), CPiEchildrenMostInNeedOfProtection

Monday October 30 • DropBox Folder first draft due

Promoting resilience • Psychological First Aid (PFA) • participatory action with children

Reading: MagidBoothbyIASC2013, IASCguidelinesExcerpt, ResilienceAndChildren handout, PsychologicalFirstAid (pp.1-14), HighlightingMentalHealthNeedsofSyrianRef, CultureMHSyrians (skim the whole article, read pp.31-40), ListenAndLearn: read introduction and skim rest

tentative: Friday afternoon November 3: Exam 2, time and place to be announced

Monday November 6 • presentations begin

Children's rights and participation • the Sphere project • standards for protection: the CPMS • programming in complex emergencies

Reading: MeltonCRCsignificance, CRC Rights Overview, Akesson2016 The Right to Home, MinimumStdsCP CPWG (Introduction only), film in <http://www.sphereproject.org/handbook/>, SiloveADAPTmodel

Monday November 13

Interventions: what works? • mental health & psychosocial support (MHPSS) • trauma, loss and daily stress • child-friendly spaces

Reading: Wessells2017, CFSSWessells&Kostelny2013, MillerWarExposure2010, BetanCourtMHresilience, MHPSS StateoftheArt, Efevbera2016, Thomas2016

Monday November 20

DDRR and CAFF reintegration • MHPSS and child soldiers • community resilience • young mothers

Reading: ResilienceChildSoldiers2013, WessellsCommunityResilience, AnnanWomen@WarUganda, WilliamsonDDRSierraLeone2006, VealeWorthenMcKay2017

Monday November 27

The cycle of war: finding home • healing: sealing the past, facing the future • migration • refugees in new nations

Reading: Uprooted (executive summary pp 3-12), RefugeeResilienceAPA pp.7-44 & pp.65-68, StarkCleansingWoundsofWar, ICan'tGoHome

Monday December 4 • final web site and DropBox folder due

The cycle of war: the peace dividend • the peace process in Colombia • truth and reconciliation • education for war-affected children • child participation in peacebuilding • peace education • Change the world

Reading: where-peace-begins (skim), reading to be announced on Colombia peace process, DeliveringEducationEmergencies (skim), Johnson&Johnson2005PeaceEd, PeaceEdIntractable, HeykoopAdoch2017, CookMackManrique2017, McEvoy2017, Handout: GraduateEducation

reading period: December 8 - 11

final exam: date and time to be announced