

# YOUTH AND INTERNATIONAL DEVELOPMENT

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## Course Description

This seminar examines the key concepts and theories underpinning both social studies of childhood and youth, and international development scholarship and practice. Beginning with the recognition that engaging young people in a constructive manner constitutes a development imperative, we will analyze the role of youth as significant actors in international and local community development as well as key players in civil society and peacebuilding. Topics to be discussed include young people's education and health, their involvement in labor and contribution to livelihood strategies, environmental issues, the situation of youngsters living in especially difficult circumstances, and youth's engagement in peacebuilding, social and economic justice and community organizing. We will also consider how youth's potential for participation in development processes may be undermined by poverty, inadequate access to education and health facilities, exploitation, violence, insecurity, and displacement. Attention will be paid to the ways in which youth's involvement in process of international development is shaped by globalization and growing international inequality, as well as more local conditions and cultural practices. The approach will be interdisciplinary, combining theoretical and practical dimensions, and acknowledging the contributions of social scientists, human rights advocates, and young people themselves to youth-inclusive development research, policy and practice. Discussions, lectures and assigned readings provide the bulk of the course materials, supplemented with occasional videos and guest speakers.

## Course Outcomes

Upon successful completion of this course students will be able to:

- Demonstrate a clear understanding of the key concepts and theories underpinning both social studies of childhood and youth, and international development studies.
- Identify the multiple ways in which global processes (e.g. development policies, economic and cultural globalization, international agreements) combine with more locally-specific practices to shape the lives of young people.
- Critically analyze the intersections between youth cultures and development concerns in developing as well as in industrialized countries.
- Recognize some of the most relevant challenges and opportunities faced by participatory development, peacebuilding, youth-led activism, and community organizing.

## Course Materials

- Ansell, Nicola (2013) *Children, Youth and Development*. Taylor & Francis Group. (CYD in the readings schedule).
- Ensor, Marisa O. ed. (2012) *African Childhoods: Education, Development, Peacebuilding and the Youngest Continent*. Palgrave Macmillan. (AC in the readings schedule).
- Delgado, Melvin and Lee Staples (2007) *Youth-Led Community Organizing: Theory and Action*. Oxford University Press. (YLCO in the reading schedule).
- All additional readings (see readings schedule) will be made available through Blackboard.

## Assessment

Students' performance in this course will be evaluated through the following activities and assignments:

▪ Critical Thinking Papers (4 X 50)	= 200*
▪ Class Participation	= 50
▪ Final Research Paper and Class Presentation	= 100
▪ Midterm Exam:	= 100
▪ Book Review:	= 50
▪ <b>Total Points</b>	<b>= 500</b>

\*For students taking this course for graduate credit, Critical Thinking papers will be worth 25 points each – 100 points total. They are also required to review an additional relevant book of their choice, with the instructor's approval, worth 100 points and due on the last day of classes. Detailed information on how to complete all written assignments will be discussed in class.

### Grades will be assigned as follows

Points	Grade	Percentage	Points	Grade	Percentage
500-480	A	100 – 96%	394-380	C+	78 - 76%
479-459	A-	95 - 92%	379-355	C	75 - 71%
458-439	B+	91 - 88%	354-330	C-	70 - 66%
438-415	B	87 - 83%	329-305	D	65 - 61%
414-395	B-	82 - 79%	304 & below	F	60% & below

## **Exams**

The take-home midterm exam will consist of a combination of paragraph and short essay questions. It will cover material from lectures, assigned readings, and films shown in class. Take home exams must be typed and completed individually. Questions will be distributed in class one week before they are due. See outline for specific dates.

## **Critical Thinking Papers**

Students will submit four critical thinking papers answering questions, or responding to materials provided by the instructor. Papers should be written thoughtfully, clearly and effectively, engaging the course readings to support the points made, which should be properly cited in any scholarly scientific style (i.e. AAA; APA—note that this excludes the MLA). Required length is 3-4 pages (undergraduates) or 4-6 pages (graduates) double spaced, 12-point font, plus a “Sources Cited” section.

## **Research Papers and Class Presentation**

Research papers, examining any topic related to the subject matter of the course, should be 12-15 pages (undergraduates) or 15-20 pages (graduates), double spaced, 12-point font, plus a “Sources Cited” section. Students are required to give a 10-15 minute (max.) presentation of their research and findings.

Each class presentation will consist of a 10-min. oral review of the main findings of the research paper.

## **Attendance and Participation**

While no specific deductions of grade points will result from absences, students will be held responsible for all the material and information presented in class, whether they were present or not. Students are expected to come to class prepared to discuss the readings by the dates they are assigned. Be considerate to other students. Please turn off your cell phone and do not engage in “private” conversations during lectures to avoid distracting other students.

## **Withdrawals**

Protect your GPA!! If deciding to withdraw from the course, it is the responsibility of the student to be certain s/he is officially withdrawn through the Registrar. Failure to officially withdraw typically results in a failing grade due to zero scores on exams and other graded assignments.

## **Academic Honesty**

This course will firmly adhere to the university code of conduct and ethical standards. Academic dishonesty includes representing another’s work as one’s own, active complicity in such falsification, and violation of test conditions. Plagiarism, whether deliberate or accidental, will be considered a form of academic dishonesty. Please consult with your instructor, or the pertinent university documentation, if unclear of what constitutes plagiarism or if unsure of how to reference your sources. Students found to be engaging in any academically dishonest behavior will receive a failing grade.

# Course Outline and Readings Schedule

## Week 1 – Introduction to the Course: Issues and Perspectives.

### Readings:

- AC: “Introduction”.
- CYD: Chapter 1.
- YLCO: Chapter 1.
- Craig Jeffery and Linda McDowell (2004) “Youth in a Comparative Perspective: Global Change, Local Lives.” *Youth and Society*, Vol. 36, No. 2, 2004: 131-142.
- Lloyd, Cynthia (2005). “Introduction”. *Growing Up Global: The Changing Transitions to Adulthood in Developing Countries*. National Academies Press.
- Potter, Robert, Tony Binns, Jennifer Elliott, and David W. Smith (2008) *Geographies of Development: An Introduction to Development Studies*. Chapters 1 and 3. Prentice Hall, Inc.
- World Bank Report (2007) “Development and the Next Generation: Overview”. Pp-1-21.

## Week 2 - Youth and the Demographics of International Development.

### Readings:

- CYD: Chapter 2
- Cruise O’Brien, B. Donal (1996) “A Lost Generation? Youth Identity and State Decay in West Africa.” In *Postcolonial Identities in Africa*, edited by Richard Werbner and Terence Ranger. London and New Jersey: Zed Books Ltd.
- Hendrixson, Anne (2003) “‘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.
- Leahy, Elizabeth (2007) “Introduction” and “Chapter 1”. *The Shape of Things to Come: Why Age Structure Matters to a Safer, More Equitable World*. Population Action International.
- Urdal, Henrik (2004) “The Devil in the Demographics: the Effect of Youth Bulges on Domestic Armed Conflict, 1950-2000.” World Bank Social Development Papers, No. 14.

## Week 3 – Legal and Normative Frameworks.

### Readings:

- Gerschutz, Jill Marie, and Margaret P. Karns (2005) “Transforming Visions into Reality: The Convention on the Rights of the Child”. In *Human Rights: Progress and Challenges for Children Worldwide*, Mark Ensalaco and Linda C. Majka, eds. Rowman & Littlefield Publishers, Inc. Pp. 31-51.
- Kilkelly, Ursula (2005) “Strengthening the Framework for Enforcing Children’s Rights: An Integrated Approach”. In *Human Rights: Progress and Challenges for Children Worldwide*, Mark Ensalaco and Linda C. Majka, eds. Rowman & Littlefield Publishers. Pp. 53-80.
- Jacquemin, Mélanie (2006) “Can the Language of Rights Get Hold of the Complexities of child Domestic Work? The Case of Young Domestic Workers in Abidjan, Ivory Coast”. *Childhood*. Thousand Oaks and New Delhi: SAGE Publications. Vol. 13(3): 389-406.
- UN Convention on the Rights of the Child, available at: <http://www.unhcr.ch/html/menu3/b/k2crc.htm>
- AU African Youth Charter, available at: <http://www.africa-union.org/root/ua/conferences/mai/hrst/charter%20english.pdf>
- UN Declaration on the Right to Development, available at: [http://www.ohchr.org/Documents/Issues/Development/Infonote\\_RtD-25Feb\\_212011.pdf](http://www.ohchr.org/Documents/Issues/Development/Infonote_RtD-25Feb_212011.pdf)

## **Week 4 - Gender, Age and the Politics of Development. (Critical Thinking Paper I)**

### Readings:

- Fernandez Kelly, Patricia M. (1994) “Broadening the Scope: Gender and the Study of International Development”. In *Comparative National Development: Society and Economy in the New Global Order*. Kincaid, Douglas and Alejandro Portes, eds. Chapel Hill, NC: University of North Carolina Press. Pp. 143-168.
- Sommers, Marc (2012) “Chapter 1”. In *Rwandan Youth and the Struggle for Adulthood*. The University of Georgia Press. Pp. 3-40.
- Parpart, Jane (2003) “Lessons from the Field: Rethinking Empowerment, Gender and Development from a Post- (Post-?) Development Perspective”. In *Feminist Post-Development Thought*. K. Saunders, ed. New York: Zed. Pp. 41-56.
- White, Sarah C. (1997) “Men, Masculinities, and the Politics of Development”. *Gender and Development*. Vol. 5, no. 2: 14-22.

## **Week 5 – Youth’s Livelihoods, Labor and Development.**

### Readings:

- AC: Chapters 1-4.
- CYD: Chapter 6.
- Hoffman, Diane M. (2010) “Migrant Children in Haiti: Domestic Labor and the Politics of Representation”. In *Children and Migration: At the Crossroads of Resiliency and Vulnerability*. Palgrave Macmillan. Marisa O. Ensor, ed. Pp. 36-53.
- IOM (2006) “Global Employment Trends for Youth.” International Labour Organization. <http://www.ilo.org/public/english/employment/strat/download/gety06en.pdf>
- McQuaid, R. and C. Lindsay (2005) “The Concept of Employability.” *Urban Studies*, Vol. 42.
- Nieuwenhuys, Olga (2005) “The Wealth of Children: Reconsidering the Child Labor Debate”. In *Studies in Modern Childhood*. Jens Qvortrup. Houndsmills, eds. UK: Palgrave Macmillan. Pp. 167-183.
- USAID/EQUIP3 (2008) “Youth Livelihoods Development Program Guide.” <http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf>

## **Week 6 – Youth, Education and International Development.**

### Readings:

- AC: Chapters 8-12.
- CYD: Chapter 5.
- Adams, Leah D., and Anna Kirova (2008) “Introduction: Global Migration and the Education of Children” in *Global Migration and Education: Schools, Children, and Families*. Leah D. Adams and Anna Kirova, eds. Mahwah, NJ and London, UK: Lawrence Erlbaum Associates. Pp. 1-12.
- Betcherman, Gordon, Jean Fares, Amy Luinstra, and Robert Prouty (2005) “Child Labor, Education, and Children’s Rights”. In *Human Rights and Development: Towards Mutual Reinforcement*. Philip Alston and Mary Robinson, eds. Oxford: Oxford University Press. Pp. 173-200.
- Hamann, Edmund T., Victor Zúñiga, and Juan Sánchez García (2010) “Transnational Students’ Perspectives on Schooling in the United States and Mexico: The Salience of School Experience and Country of Birth”. In *Children and Migration: At the Crossroads of Resiliency and Vulnerability*. Marisa O. Ensor, ed. Palgrave Macmillan. Pp. 230-252.
- Paulson, Julia (2011) “Introduction: Education, Conflict and Development”. In *Education, Conflict and Development*. Julia Paulson, ed. Pp. 7-13.

## **Week 7 – Youth’s Health and Dis/ability as International Development Concerns. (Critical Thinking Paper 2)**

### Readings:

- AC: Chapters 13 and 14.
- CYD: Chapter 4.
- Groce, N. E. (2004) “Adolescents and Youth with Disability: Issues and Challenges.” *Asia Pacific Disability Rehabilitation Journal*. Vol. 15. No. 2.
- Kumar, Bernadette, and Margareta Wandel (2008) “Nutritional Challenges among Immigrant Children and Youth in Norway”. In *Global Migration and Education: Schools, Children, and Families*. Leah D. Adams and Anna Kirova, eds. Mahwah, NJ and London, UK: Lawrence Erlbaum Associates. Pp. 67-81.
- World Health Organisation (2011) “Youth and Health Risks”. The Sixty-fourth World Health Assembly. [http://apps.who.int/gb/ebwha/pdf\\_files/WHA64/A64\\_R28-en.pdf](http://apps.who.int/gb/ebwha/pdf_files/WHA64/A64_R28-en.pdf)
- Zwicker C. and K. Ringheim (2004) “Commitments: Youth Reproductive Health, the World Bank and the Millennium Development Goals”. Washington, DC. Global Health Council.

## **Week 8 – Spring Break**

### Readings:

No readings this Week!!

## **Week 9 – Youth in Especially Difficult Circumstances I – Post-Disaster Reconstruction and International Development MIDTERM EXAM DISTRIBUTED IN CLASS**

### Readings:

- Ensor, Marisa O. (2008) “Children, Climate Change and Disasters: Challenges and Opportunities for Disaster Anthropology”. *Anthropology News*. American Anthropological Association. Volume 49, Issue 4. Pp. 13-14.
- Ensor, Marisa O. (2008) “Displaced once Again: Honduran Migrant Children in the Path of Katrina”. *Journal of Children, Youth and Environment*. Especial Issue on Children and Disasters. Vol. 18, No. 2.
- Peek, Lori (2008) “Children and Disasters: Understanding Vulnerability, Developing Capacities, and Promoting Resilience – An Introduction”. *Journal of Children, Youth and Environment*. Especial Issue on Children and Disasters. 2008, Vol. 18, No. 2.
- Plan-UK (2007) “Children and Young People and the Centre of Disaster Risk Reduction”, Available at: <http://www.plan-uk.org/action/issues/reducingchildreecensvulnerability/>
- Wisner, Ben (2006) “Let our Children Teach Us! A Review of the Role of Education and Knowledge in Disaster Risk Reduction”. <http://www.unisdr.org/eng/taks%20force/working5groups/knowledge-education/docs/Let-our-Children-Teach-Us.pdf>

## **Week 10 – Youth in Especially Difficult Circumstances II – From Conflict to Development**

### **TAKE HOME MIDTERM EXAM DUE IN CLASS**

### Readings:

- AC: Chapter 7.
- CYD: Chapter 7.

- Ensor, Marisa O. (2013) “Youth Culture, Refugee (Re)integration, and Diasporic Identities in South Sudan”. *African Identities*. Special Issue on “Late Modernity and Agency: Youth Cultures in Africa”. London, UK: Routledge.
- Geske, Mary B., with Mark Ensalaco (2005) “Three Prints in the Dirt: Child Soldiers and Human Rights”, in *Human Rights: Progress and Challenges for Children Worldwide*, Mark Ensalaco and Linda C. Majka, eds. Rowman & Littlefield Publishers, Inc. Pp. 111-123.
- Hansen, Art (2005) “The Uncertainties of the Child Soldier Experience and subsequent Reintegration into Civil Society”. In *Displacement Risks in Africa*. Itary Ohta and Yntiso D. Gebre, eds. Kyoto University Press. Pp. 78-115.
- Machel, Graça (1996) *The Impact of Armed Conflict on Children*. Available at: <http://www.unicef.org/graca/>
- Rosen, David M. (2006) “Armies of the Young: Child Soldiers in War and Terrorism”. *Anthropological Quarterly* – Vol. 79(2). Spring 2006. Pp. 373-384.
- UNDP (2006) “Youth and Violent Conflict: Society and Development in Crisis”. Chapters 3 and 5.

## **Week 11 – Youth in Especially Difficult Circumstances III – Youth Gangs and Juvenile Justice. (Critical Thinking Paper 3)**

### Readings:

- Barrios, Roberto E. (2009) “Tin Roofs, Cinder Blocks, and the Salvatrucha Gang: The Semiotic-Material Production of Crisis in Post-Hurricane Mitch Reconstruction”. In *The Legacy of Hurricane Mitch: Lessons from Post-Disaster Reconstruction in Honduras*. Marisa O. Ensor, ed. University of Arizona Press. Pp. 156-183.
- McLure, Richard and M. Sotelo (2004) “Youth Gangs in Nicaragua: Gang Membership as Structural Individualization.” *Journal of Youth Studies* Vol. 7(4).
- Meda Chesney-Lind and Randall G. Shelden (1998) “Girls and Gangs.” In *Girls, Delinquency and Juvenile System*. West/Wadsworth.
- Terrio, Susan J. (2010) “The Production of Criminal Migrant Children: Surveillance, Detention, and Deportation in France”. In *Children and Migration: At the Crossroads of Resiliency and Vulnerability*. Palgrave Macmillan. Marisa O. Ensor, ed. Pp. 79-96.
- White, R. (1998) “Youth Crime, Community Development and Social Justice.” In *Girls, Delinquency and Juvenile System*. Meda Chesney-Lind and Randall G Shelden, eds. West/Wadsworth.
- WOLA (2008) "Daring To Care: Community-Based Responses to Youth Gang Violence in Central America and Central American Immigrant Communities in the United States". <http://www.wola.org/sites/default/files/downloadable/WOLA%20General/past/Daring%20to%20Care.pdf>

## **Week 12 – Global Agendas on Young People, Rights and Participation.**

### Readings:

- YLCO: Chapters 2-5.
- Beazley, H. and Ennew, J. (2006) “Participatory Methods and Approaches: Tacking the Two Tyrannies”. In *Doing Development Research*. Desai, V. and Potter R. B., eds. London, Thousand Oaks, and New Delhi: Sage Publications. Pp. 189-199.
- Hart, R. A. (1997) *Children’s Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. UNICEF. London: Earthscan Publications, Ltd.
- Hess, J. M., and Shandy D. (2008) “Kids at the Crossroads: Global Childhood and the State.” *Anthropological Quarterly*, Vol. 81, No 4. Pp. 765-776.

- Mayo, M. (2001) “Children and Young People’s Participation in Development in the South and Urban Regeneration in the North”. *Progress in Development Studies*, 1: 279-293.
- Reynolds, P., Nieuwenhuys, O. and Hanson, K. (2006) “Refractions of Children’s Rights in Development Practice: A View from Anthropology – Introduction”. *Childhood*, 13(3): 291-302

### **Week 13 – Youth Activism and Community Development.**

#### Readings:

- YLCO: Chapter 6-9.
- Bunce Valerie J. and S. Wolchik (2006) “Youth and Electoral Revolutions in Slovenia, Serbia, and Georgia.” *S AIS Review* vol. XXVI no. 2.
- Center for Civil Society and Governance (2005) “Youth as Catalyst for Peace: Helping Youth Develop the Vision, Skills and Behaviors to Promote Peace”. Academy for Educational Development. Available at: <http://www.npi-connect.net/documents/592341/749044/Youth+as+a+Catalyst+for+Peace%3A+Helping+Youth+Develop+Vision,+Skills+and+Behaviors+to+Promote+Peace>
- Sasada, Hironori (2006) “Youth and Nationalism in Japan.” *S AIS Review*. Vol. XXVI no. 2.
- Williams, E. (2004) *Children’s Participation and Policy Change in South Asia*. CHIP Working Paper 3. London: CHIP.

### **Week 14 – Review and Discussion. (Critical Thinking Paper 4).**

#### **STUDENT PRESENTATIONS I**

#### Readings

- AC: Conclusions Chapter.
- RC: Conclusions Chapter.
- YLCO: Chapters 10, 11 and Epilogue.
- Review of Previous Literature.

### **Week 15 – Wrap up; last day of classes!!**

#### **STUDENT PRESENTATIONS II**

#### **FINAL PAPER DUE. BOOK REVIEW(S) DUE.**

#### Readings:

- No readings this week!!

*\* While this syllabus has been carefully constructed, your professor retains the right to make changes to it as course progress warrants, and pledges to give students the new information in a timely manner.*