

CHILDREN AND DISPLACEMENT: CHILD MIGRANTS, REFUGEES, SOLDIERS AND DISASTER SURVIVORS

Instructor: Dr. Marisa O. Ensor

Email: mensor@utk.edu



Course Description

This seminar examines some of the most relevant issues facing displaced children worldwide from socio-cultural and human rights perspectives. Topics to be discussed include the theory, methods and ethics of research with displaced children, the international legal framework, the role of culture, refugee movements and internal displacement, children as labor migrants, child soldiers, unaccompanied minors, children in disasters, and human trafficking. Attention will be paid to the ways in which migration and refugee movements are linked to both local and global issues of poverty, (under)development, environmental degradation, conflict, and displacement as they affect children. The contributions of anthropologists and human rights advocates to protection work on behalf of displaced children will also be examined. Discussions, lectures and assigned readings provide the bulk of the course material, supplemented with occasional videos and guest speakers.

Course Outcomes

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

- Critically examine the contributions of anthropological and human rights approaches to the scholarship and practice involving children in situations of forced/voluntary migration.
- Demonstrate a clear understanding of the theoretical, methodological, and ethical issues involved in academic and applied work with displaced children.
- Identify the whole range of displacement situations in which children may find themselves.
- Analyze the connections between local and global issues affecting displaced children.
- Recognize some of the most relevant challenges and opportunities faced by child-inclusive humanitarianism on behalf of displaced children.

Course Materials

- *Children and Migration: At the crossroads of Resiliency and Vulnerability* (2010) Marisa O. Ensor and Elzbieta M. Goździak, eds. Palgrave Macmillan. (CAM in the readings schedule).
- *Refugee Children: Towards the Next Horizon* (2008) Charles Watters. Abingdon, Oxon: Routledge. (RC in the readings schedule).
- *War Child: A Child Soldier Story* (2009) Emmanuel Jal with Megan Lloyd Davies. St. Martin Griffin Press.
- 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:

▪ Research Paper Sections (4 X 50)	= 200*
▪ Class Participation	= 50
▪ Final Research Paper and Class Presentation	= 100
▪ Midterm Exam:	= 100
▪ Book Review:	= 50
▪ Total Points	= 500

*For students taking this course for graduate credit, research paper sections 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.

Research Papers and Class Presentation

Each student will select a topic of relevance to the field of refugee and migrant children, and write a research paper to be submitted in 4 sections plus a final version of the entire paper.

1. Abstract (250 – 300 words) and Keywords (5+ keywords as relevant).
2. Bibliography (minimum of 15 scholarly sources, in addition to those in the reader).
3. Annotated Outline (2-3 pages as relevant).
4. Introduction (1-2 pages as relevant) and Literature Review (1-2 pages as relevant).
5. Complete draft of the paper (12-15 double-spaced pages plus bibliography for undergraduate students; 17-20 pages for graduate students).

Each section is due when indicated in the course outline. Additional detailed information on the various sections of the research paper will be provided in class. Samples papers will also be provided.

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.

Incompletes

Incompletes will not be given without a documented legal or medical reason presented to the instructor. Additionally, the student must have been making a “C” average on assignments and exams to be considered for an Incomplete.

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 caught 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:

- CAM, Introduction.
- RC, Chapter 1.

Week 2 - Theory, Methods and Ethics.

Readings:

- CAM, Chapter 1.
- RC, Chapter 2.
- MacMullin, Colin, and Maryanne Loughry (2000) “A Child-Centered Approach to Investigating Refugee Children’s Concerns” in *Psychosocial Wellness of Refugees: Issues in Qualitative and Quantitative Research*, Frederick L. Ahearn, Jr., ed. Oxford: Berghahn Books, pp. 194-207.
- Chatty, Dawn, Gina Crivello, and Gillian Lewando Hundt (2005) “Theoretical and Methodological Challenges of Studying Refugee Children in the Middle East and North Africa: Young Palestinian, Afghan and Sahrawi Refugees”, *Journal of Refugee Studies*, December 2005; 18: 387 - 409.
- Hart, Jason, and Bex Tyrer (2006) “Research with Children Living in Situations of Armed Conflict: Concepts, Ethics and Methods”. *Refugee Studies Centre Working Papers*, May 06.

Week 3 - The Legal Framework.

Readings:

- CAM, Chapters 4, 5 and 6.
- 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*, vol. 13(3): 389-406, Thousand Oaks and New Delhi: SAGE Publications.
- Convention on the Rights of the Child, available at: <http://www.unhchr.ch/html/menu3/b/k2crc.htm>
- Convention Relating to the Status of Refugees, available at: http://www.unhchr.ch/html/menu3/b/o_c_ref.htm
- International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families, available at: http://www.unhchr.ch/html/menu3/b/m_mwctoc.htm

Week 4 – The Role of Culture

Readings:

- Harrell-Bond, B. E., and E. Voutira (1992) “Anthropology and the Study of Refugees” *Anthropology Today*, Vol. 8, No. 4, August 1992, Royal Anthropological Institute of Great Britain and Ireland, pp. 6-10.
- Stephens, Sharon, ed. (1995) *Children and the Politics of Culture*, Princeton Studies in Culture/Power/History. Princeton, NJ: Princeton University Press.
- Freeman, Michael, ed. (2000) “Children and Cultural Diversity”, in *Revisiting Children’s Rights: Ten Years of the UN Convention on the Rights of the Child*, Deidre Fottrell, ed. The Hague: Kluwer Law International.
- Hart, Jason (2006) “Saving Children: What Role for Anthropology?” *Anthropology Today*, Vol. 22, Issue 1, pp. 5-8.

- Kirova, Anna (2008) “Moving Childhoods: Young Children’s Lived Experiences of Being Between Languages and Cultures”, 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. 185-199.

Week 5 – Children and Migration I.

ABSTRACT AND KEYWORDS DUE IN CLASS

Readings:

- CAM, Chapters 2 and 10.
- Iversen, Vergard (2002) “Autonomy in Child Labor Migrants”, *World Development*, Vol. 30, No. 5, pp. 817-834.
- Majka, Linda D., and Theo J. Majka (2005) “Child Farm Workers in United States Agriculture”, *Human Rights: Progress and Challenges for Children Worldwide*, Mark Ensalaco and Linda C. Majka, eds. Rowman & Littlefield Publishers, Inc., pp. 173-195.
- Hashim, Iman (2006) “The Positives and Negatives of Children’s Independent Migration: Assessing the Evidence and the Debates”. Migration DRC Working Paper, T16, Brighton: University of Sussex. Available at: http://www.migrationdrc.org/publications/working_papers/WP-T16.pdf.

Week 6 – Children and Migration II

Readings:

- CAM, Chapters 9 and 12.
- Orellana, M., Thorne, B., Chee, A. and Lam, W. (2001) “Transnational Childhoods: The Participation of Children in Processes of Family Migration”, *Social Problems*, Vol. 48 (4): 572-591.
- Shields, Margie K. Shields, Richard E. Behrman (2002) “Children of Immigrant Families: Analysis and Recommendations”, *The Future of Children*, Vol. 14, No. 2, Children of Immigrant Families (Summer, 2004), pp. 4-15.
- Punch, Samantha (2007) “Negotiating Migrant Identities: Young People in Bolivia and Argentina”, *Children’s Geographies*, Vol. 5, Nos. 1-2, pp. 95-112, February-May 2007, Routledge.

Week 7 – Refugee Children I – General Considerations.

BIBLIOGRAPHY DUE IN CLASS on Oct. 6

Readings:

- CAM, Chapter 6.
- RC, Chapter 3.
- Tuitt, Patricia (2000) “The State, the Family and the Child Refugee”. In *Revisiting Children’s Rights: Ten Years of the UN Convention on the Rights of the Child*, Deidre Fottrell, ed. The Hague: Kluwer Law International.
- UNHCR (2003) Summary Note on UNHCR’s Strategy and Activities Concerning Refugee Children”, *International Journal of Refugee Law*, Vol. 15, NO. 1 Oxford University Press.
- Rousseau, Cecile and Aline Drapeau (2003) “Are Refugee Children an At-Risk Group? A Longitudinal Study of Cambodian Adolescents”, *Journal of Refugee Studies*, Mar 2003; 16: 67 - 81.

Week 8 – Refugee Children II - Unaccompanied Minors.

MIDTERM EXAM DISTRIBUTED IN CLASS

Readings:

- CAM, Chapter 7.
- RC, Chapter 4.
- Bhabha, Jacqueline, and Wendy Young (1999) “Not Adults in Miniature: Unaccompanied Child Asylum Seekers and the New US Guidelines”. *International Journal of Refugee Law*, Vol. 11 No. 1. Oxford: Oxford University Press.

- Watters, Charles (2005) “Avenues for Access and the Parameters of Care: Reflections on Reception Procedures for Unaccompanied Asylum-Seeking Children at Port of Entry” in *The Asylum-seeking Child in Europe*, Hans E. Anderson, Henry Ascher, Ulla Bjönberg, Marita Eastmond and Lotta Mellander, eds. Göteborg: Centre for European Research at Göteborg University, pp. 143-151..

Week 9 – Child Soldiers.

TAKE HOME MIDTERM EXAM DUE IN CLASS

Readings:

- The Impact of Armed Conflict on Children (1996) Graça Machel. Available at: <http://www.unicef.org/graca/>
- 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.
- Rosen, David M. (2006) “Armies of the Young: Child Soldiers in War and Terrorism”, *Anthropological Quarterly* - Volume 79, Number 2, Spring 2006, pp. 373-384.

Week 10 – Children and Human Trafficking.

Readings:

- CAM, Chapter 7 and 8.
- Black, Maggie (2000) “Child Domestic Workers: Slaves, Foster Children or Under-Age Employees?” In *Revisiting Children’s Rights: 10 Years of the UN Convention on the Rights of the Child*, Deirdre Fottrell, ed. The Hague: Kluwer Law International.
- Bilocerkowycz, Jaro (2005) “The Problem of Sexual Trafficking in Postcommunist Europe”, in *Human Rights: Progress and Challenges for Children Worldwide*, Mark Ensalaco and Linda C. Majka, eds. Rowman & Littlefield Publishers, Inc., pp. 85-110.
- Bastia, Tanja (2005) “Child Trafficking or Teenage Migration? Bolivian Migrants in Argentina”, *International Migration*, Volume 43, Issue 4, Date: October 2005, Pages: 58-89.
- Goździak, Elżbieta M., Micah Bump, Julianne Duncan, Margaret Macdonnell, and Mindy B. Loiselle, (2006) “The Trafficked Child: Trauma and Resilience”, *Forced Migration Review*.

Week 11 – Children and Disasters.

ANNOTATED OUTLINE DUE IN CLASS

Readings:

- Wisner, Ben (2006) “Let our Children Teach Us! A Review of the Role of Education and Knowledge in Disaster Risk Reduction”. Available at:
- <http://www.unisdr.org/eng/taks%20force/working5groups/knowledge-education/docs/Let-our-Children-Teach-Us.pdf>.
- Plan-UK (2007) “Children and Young People and the Centre of Disaster Risk Reduction”, Available at:
- <http://www.plan-uk.org/action/issues/reducingchildreenvulnerability/>
- 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.
- 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. 2008, Vol. 18, No. 2.

Week 12 – Select Cases in Child-Inclusive Humanitarianism I: Health and Psychosocial Wellbeing.

Readings:

- RC, Chapters 6 and 7
- Loughry, Maryanne and Nguyen Xuan Nghia (2000) “Returnees to Vietnam: The Well-Being of Former Unaccompanied Minors”, in *Psychosocial Wellness of Refugees: Issues in Qualitative and Quantitative Research*, Frederick L. Ahearn, Jr., ed. Oxford: Berghahn Books, pp. 153-176.
- Wessells, Michael, and Carlinda Monteiro (2004) “Internally Displaced Angolans: A Child-focused, Community-based Intervention”, In *The Mental Health of Refugees: Ecological Approaches to Healing and Adaptation*, Kenneth E. Miller and Lisa M. Rasco, eds. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- 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.

Week 13 - Select Cases in Child-Inclusive Humanitarianism II: Education and Participatory Rights.

INTRODUCTION AND LITERATURE REVIEW DUE IN CLASS

Readings:

- RC, Chapter 5.
- Anderson, Angelika, Richard Hamilton, Dennis Moore, Shawn Loewen, and Kaaren Frater-Matheson. (2004) “Education of Refugee Children: Theoretical Perspectives and Best Practice” In *Educational Interventions for Refugee Children*, Richard Hamilton and Dennis Moore, eds. London and New York: Routledge Falmer.
- Rutter, Jill (2004) Review: Educational Interventions for Refugee Children: Theoretical Perspectives and Implementing Best Practice”, *Journal of Refugee Studies*, Dec 2004; 17: 488 - 489.
- Newman, Jesse (2005) “Protection through Participation: Young People Affected by Forced Migration”. *Refugee Studies Centre Working Papers*, March 2005.
- 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.

Week 14 – Review and Discussion.

STUDENT PRESENTATIONS I

Readings

- CAM, Conclusions
- RC, Chapter 8
- Review of Previous Literature

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

STUDENT PRESENTATIONS II

FINAL PAPER DUE IN CLASSBOOK REVIE(S) DUE IN CLASS

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.***